

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150022

Grants.gov Tracking#: GRANT11762050

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application, PDF, functionality will be preceded by the letter e (for example, e1, e2, e3, etc.)

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/15/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Colorado Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

840644739

* c. Organizational DUNS:

1874065380000

d. Address:

* Street1:

201 E Colfax Ave, Suite 105

Street2:

* City:

Denver

County/Parish:

* State:

CO: Colorado

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

80203-1704

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Nan

Middle Name:

* Last Name:

Vendegna

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

303-866-6602

Fax Number:

* Email:

vendegna_n@cde.state.co.us

PR/Award # S419B150022

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Application for Federal Assistance SF-424*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.): *** 15. Descriptive Title of Applicant's Project:**

Colorado Preschool Program: Start Strong!

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts, if needed.

 17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):*** a. Federal * b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Nan Vendegna	Program Director
APPLICANT ORGANIZATION	DATE SUBMITTED
Colorado Department of Education	10/15/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="N/A"/> * Street 1: <input type="text" value="N/A"/> Street 2: <input type="text"/> * City: <input type="text" value="N/A"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
6. * Federal Department/Agency: <input type="text" value="EDUC"/>	7. * Federal Program Name/Description: <input type="text" value="Elementary Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.419"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a). Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Nan Vencigna"/> * Name: Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="07/15/2014"/>		
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PR/Award # S419B150022

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_Assurances.pdf

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427 Assurances

Colorado Department of Education Assurance

In compliance with the US Department of Education's requirement for grant awards (P.L. 103-382), the Colorado Department of Education (CDE) is providing this statement in reference to requirements for application of Federal funds. It is the intent of the CDE to take steps to ensure equitable access to and participation in Federally-assisted programs. The CDE is mindful of six types of barriers that can impede equitable access or participation: gender, race, national origin, disability, religion, or age.

Specifically, the CDE will take the following steps to ensure equity and participation, **where applicable:**

- Assure that CDE meets ADA requirements for access to public facilities.
- Assure that the participating Subgrantees and Early Learning Programs will meet ADA requirements for access to classrooms and playgrounds supported through Federal funding.
- Assure that the participating Subgrantees and Early Learning Programs take steps to review early learning materials to make sure that they contain stories and illustrations that depict diversity in families, including race and national origin.
- Assure that CDE staff and the participating Subgrantees and Early Learning Program teams reflect diversity in age, race, and gender.
- Assure that CDE and participating Subgrantees and Early Learning Programs will encourage participation by a broad spectrum of the community in preschool planning and implementation activities.
- Assure that CDE and participating Subgrantees and Early Learning Programs will apply the highest standards of equity to hiring practices related to the grant and encourage application of minority candidates for available positions.
- Assure that CDE and participating Subgrantees and Early Learning Programs will provide brochures and other print media in Spanish or other languages to meet the needs of families.

- Assure that the participating Subgrantees and Early Learning Programs will provide recommended hardware, software, and assistive technology to support language and literacy among young children with disabilities.
- Assure that the CDE and participating Subgrantees and Early Learning Providers will refrain from using materials or strategies that promote or show disrespect to any religious group.
- Assure that the CDE and participating Subgrantees and Early Learning Providers agree to take these steps to ensure equitable access to and participation in Federally-assisted programs.

Notice to Subgrantee and Early Learning Programs

Section 427 of the Department of Education's General Education Provisions Act (GEPA), enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382) requires each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

In compliance with the US Department of Education's requirement for grant awards (P.L. 103-382), (Subgrantee) is providing this statement in reference to requirements for application of federal funds. It is the intent of (Subgrantee) to take steps to ensure equitable access to and participation in Federally-assisted programs. The Subgrantee is mindful of six types of barriers that can impede equitable access or participation: gender, race, national origin, disability, religion, or age.

Specifically, the Preschool Enhancement Grant Subgrantee will take the following steps to ensure equity and participation, **where applicable:**

- The (Subgrantee) and Early Learning Programs will meet ADA requirements for access to classrooms and playgrounds supported through federal funding.

- The (Subgrantee) and Early Learning Programs will take steps to review early learning materials to make sure that they contain stories and illustrations that depict diversity in families, including race and national origin.
- The (Subgrantee) and Early Learning Program teams will reflect diversity in age, race, and gender.
- The (Subgrantee) and Early Learning Programs will encourage participation by a broad spectrum of the community in preschool planning and implementation activities.
- The (Subgrantee) and Early Learning Programs will apply the highest standards of equity to hiring practices related to the grant and encourage application of minority candidates for available positions.
- The (Subgrantee) and Early Learning Programs will provide brochures and other print media in Spanish or other languages to meet the needs of families.
- The (Subgrantee) and Early Learning Programs will provide recommended hardware, software, and assistive technology to support language and literacy among young children with disabilities.
- The (Subgrantee) and Early Learning Providers will refrain from using materials or strategies that promote or show disrespect to any religious group.
- The (Subgrantee) and its Early Learning Providers agree to take these steps to ensure equitable access to and participation in Federally-assisted programs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Colorado Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample, including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

Name of Proposed Project: Colorado Preschool Program: Start Strong!

Applicant: State of Colorado

Overview of the Proposed Project: “Start Strong!” is one of the Colorado Department of Education’s four strategic goals. Through this ambitious plan to expand the Colorado Preschool Program and ramp up its quality, 6,554 additional Eligible Children and their families will benefit from participation in community-centered High Quality Preschool Programs so that they enter kindergarten on track for success in school and life. The Plan involves strong partnerships with multiple state-level agencies and 29 Subgrantees from a variety of settings across Colorado representing urban, rural, tribal and military communities. Through this Plan, capacity, tools and strategies will be developed to benefit the entire state preschool program and enable accelerated implementation of strategic planning to move the Colorado Preschool Program forward with improved quality and accessibility. Subgrantees representing High Need Communities were selected based on local demographic and economic data and estimates of unmet need for preschool. This application builds on the strong systems work supported by Colorado’s Early Learning Challenge Fund Grant and leverages unprecedented growth in the Colorado Preschool Program in the last two years...

Project Objectives and Activities: The project will ensure increased quality in Preschool Programs and expand the availability of High Quality Preschool Programs in identified High Need Communities by increasing options for full-day programming, incentivizing early childhood teachers to obtain a bachelor’s degree, equalizing pay between early childhood and K12 teachers and integrating the professional development and TQRIS work into the project implementation. Building on Colorado’s strong birth to third grade continuum of services and supports, Colorado stakeholders have identified four priority areas for improvement that cut across all age levels: Family engagement, high quality inclusion, effective transitions and support for dual language learners. These areas represent the “deeper dive” in monitoring, technical assistance and professional development throughout the grant program. State infrastructure dollars will support teacher scholarships, principal academies, needs assessment, strategic planning and evaluation activities.

Proposed Project Outcomes:

- 3,099 new slots will enable children to attend a full-day High Quality Preschool Program and their families to access services and supports
- 3,455 existing preschool slots will be improved, 29% of which will directly serve preschool children with disabilities
- More than 500 elementary principals will attend early childhood and P3 academies
- Hundreds of teachers will obtain financial support to attend college
- Multiple tools and resources will be developed to propel Colorado forward with strategic long term planning

Names of Other Organizations:

Ability Connections	Denver Public Schools	Mile High Montessori
Adams 14 School District	Eagle County Schools	Moffat County Schools
Alamosa Schools	Englewood Schools	Montelores ECC
Boulder Valley Schools	Family Development Ctr	Northwest BOCES
Bright Futures	Fountain Ft Carson Schools	REACH
Brush School District	Grand Beginnings	Sewall Child Development
Canon City Schools	Gunnison Schools	South Conejos Schools
Catholic Charities	Huerfano School District	Southern Ute Head Start
Center School District	Las Animas Schools	Thompson Valley Schools
Clayton Early Learning	Mapleton School District	

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

A. EXECUTIVE SUMMARY

Colorado is committed to an ambitious and achievable plan to work with 29 Subgrantees in high needs communities to create 3,099 new slots and 3,455 improved slots, 29% of which will directly serve preschool children with disabilities.

(A)(1) The State's progress to date

The Opportunity. Applying research, the early childhood field has identified key elements associated with quality in preschool programs. We know how much preschool matters. We know about the relationships and learning opportunities preschoolers need to thrive. We know that participation in a high-quality preschool program holds the undeniable potential to change the trajectory of a child's life toward a more promising future, particularly if that child is at risk for poor school readiness.

In a forward-thinking response to this clear policy opportunity, the Colorado General Assembly established the Colorado Preschool Program (CPP) in statute (Attachment 1) in 1988 to serve young children who were most vulnerable to starting elementary school without the developmental and academic building blocks they needed to be successful. From the program's outset, Colorado lawmakers and education leaders demonstrated a strong commitment to program quality. Requirements for program quality standards, class size limits, low staff-to-child ratios, individual child planning, parent involvement and program evaluation are established in statute.

Since 2012, two major expansions have increased the State's capacity to serve young children in the state preschool by (b) % . Building on this momentum, the Early Childhood and School Readiness Legislative Commission voted recently to advance legislation in the 2015 Session to add (b)(4) additional CPP slots to the number currently authorized in statute.

The Colorado Preschool Program is funded through the Public School Finance Act of 1994 (as amended) in the form of per pupil funds. Children served by CPP are funded for a part-time program at .5 per pupil revenue per half-day slot. The State also funds general education for children who qualify under IDEA Part B, Section 619 through .5 per pupil revenue for half-day programming. With this application, we propose to address two policy practices adopted by the legislature to stretch limited resources. First, while the State showed foresight in providing general education per pupil revenue for young children with disabilities, state resources have not

funded full-day programming for children with disabilities. Second, the original CPP legislation limited the use of two slots to create a full-day opportunity for an eligible child to 5% of the total allocation.

The State also continues bold efforts to increase the capacity and improve the quality of the early childhood system statewide. Colorado's four-year Race to the Top Early Learning Challenge (RTT-ELC) State Plan, funded in December 2012, focuses on building out birth to age eight early childhood systems and infrastructure to advance the healthy development and early learning of all Colorado children, with a focus on children with high needs. Through the sustained and enthusiastic leadership of Colorado's elected officials, the early childhood field and the philanthropic sector, these efforts are occurring through authentic community-based collaboration across early childhood sectors.

Recent national and state polls identify strong public support in Colorado for increased investment in children's early success. Evidence strongly indicates that these costs are seen as effective and just. These forces combine to create a unique window to expand the Colorado Preschool Program and advance the goal of making CPP one of the top preschool programs in the nation, known for innovative and collaborative practices, excellence in program quality, universal access for four-year olds and access for three-year-olds with high needs. Colorado's emerging early childhood systems development provides a solid foundation for pursuing this ambitious vision. The State of Colorado will undertake the work described in this application regardless of the outcome of the grant competition. But with the resources of a Preschool Development Grant we can move more quickly, with more immediately ambitious definitions of quality, and on a more coordinated statewide basis than would otherwise be possible.

Overview of the Colorado Preschool Program. The CPP serves children who are at risk and who might otherwise lag behind peers at entry to kindergarten. CPP eligibility factors include but are not limited to eligibility for Free or Reduced Price Meals. The State funds CPP through the public school finance formula. Local school districts administer the program as a mixed-delivery system under the supervision of the Colorado Department of Education (CDE).

The CPP is currently authorized for (b)(4) half-day slots – the potential to serve approximately (b)(4) % of Colorado four-year olds with qualifying risk factors. Expansions to CPP in the form of Early Childhood At-Risk Enhancement slots (ECARE) in 2013 and 2014 funded

(b)(4) additional slots for school districts to use flexibly to serve eligible children through half-day or full-day preschool or full-day kindergarten. Total CPP funding for 2014-2015 is projected to be (b)(4)

In addition to public school financing of preschool for children at-risk, Colorado provides state-funded half-day preschool for all preschoolers with disabilities who meet the state definition for eligibility under IDEA Part B, Section 619 (8,551 in 2014). Colorado demonstrates a strong commitment to and record of serving children with disabilities in inclusive environments. In FFY 2011, 84.2% of preschoolers with disabilities were served in regular early childhood education settings. Colorado was one of three states within the 80% to 90% range on this indicator. Four states performed at the 90% to 100% range.

Children eligible for CPP are enrolled in 174 of the State's 178 school districts including the Colorado Charter School Institute. About (b) percent of children funded by CPP are served in community programs, (b) percent in Head Start Programs and (b) percent in public school programs. Preschoolers with disabilities are also served in these mixed-delivery preschool settings as well as in family child care homes pursuant to their IEPs. While CPP is a program targeted to vulnerable children, its features and importance in the State's early learning landscape positively influence the quality of early learning programs statewide. Early childhood programs across the state have benefitted from voluntarily adopting the Quality Standards and other tools developed by CDE for the Colorado Preschool Program.

Despite the State's demonstrated commitment to funding a high-quality state preschool program, CDE estimates that as many as 16,588 at-risk four-year-olds had no preschool available to them through the Colorado Preschool Program or Head Start in the 2013-2014 school year, up 38 percent (from 12,010) in 2012-2013.¹ This significant and rising unmet is due to both a decrease in overall school funding during the economic downturn as well as one of the fastest

¹ Using data from the State Demography Office and state pupil counts, this calculation factors in the average number of families with children in first through eighth grade who are eligible for free or reduced price meals as a percentage of the total first through eighth grade student population. That percentage rose to 53% in 2012-2013 from 45% in 2011-2012.

growing child poverty rates in the country: Colorado saw a 115% increase in the childhood poverty rate between 2000 and 2012 (outpaced only by Nevada and New Hampshire) at a time when the childhood population has grown by only 11%.

Overview of the Colorado Early Learning Challenge State Plan. In December of 2012, Colorado was awarded nearly \$45 million in federal Race to the Top Early Learning Challenge (RTT-ELC) funding over four years to help accelerate plans to improve school readiness for Colorado kids. The Colorado Department of Human Services (CDHS) serves as the lead agency, with the Colorado Department of Education as a primary partner. Together, the Office of Early Learning and School Readiness and Exceptional Student Services Unit within CDE and the Office of Early Childhood within CDHS collaborate to improve access to high quality early learning programs (including the Colorado Preschool Program) and help develop the capacity of the people, programs and places serving children with the highest needs. These system-level activities will improve the quality of programs in which Eligible Children are served.. They also provide a strong and stable foundation on which to implement and help sustain the expansion proposed in this application. The State's RTT-ELC work plan, which applies a birth to age eight frame, focuses on interrelated strategic priorities, each with ambitious initiatives underway that enhance Colorado's preschool classrooms:

Smarter Management: Increase effective state and local coordination for early learning and development initiatives, including the development of data systems and use of data to support efficiencies such as strategic planning, Geographic Information Systems (GIS) Analysis and a Universal Application for streamlined information about how to access programs and services for young children and their families.

Better Quality: Launch Colorado's Next Generation Tiered Quality Rating and Improvement System (TQRIS) for all licensed child care and early learning programs, and increase the number of programs at the highest levels of quality.

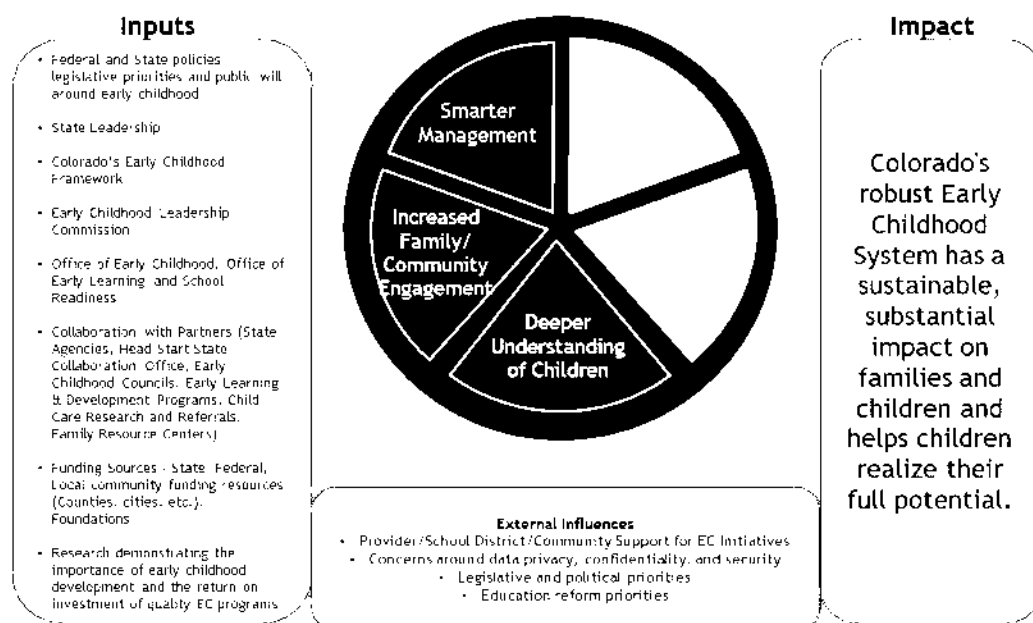
Stronger Workforce: Prepare effective early learning professionals by employing an updated professional credentialing system, implementation of the Professional Development Information System and incentives that promote career advancement.

Deeper Understanding of Children: To build understanding of what children can and should do from birth to eight years of age through the Colorado Early Learning and Development Guidelines and expand use of ongoing comprehensive assessment of children.

Increased Family/Community Engagement: To build strong partnerships with families and communities that support children's development through increased access to information about child development and access to high-quality programs.

The figure below sets out the theory of change. Please see Attachment 2 for high-level work plans for each focus area.

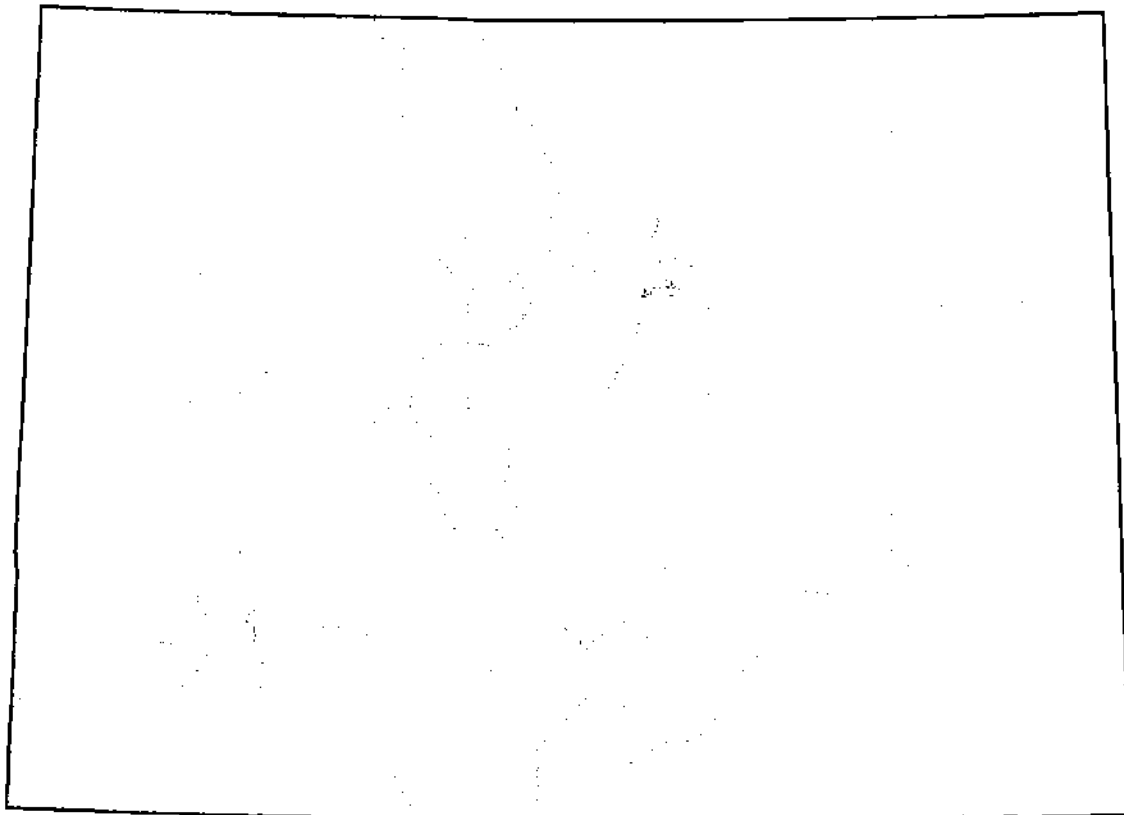
Colorado's Early Childhood Logic Model



(A)(2) Provide High-Quality Preschool programs in High-Need Communities

The purpose of this Preschool Development Grant State Plan is to expand the reach, quality and effectiveness of the Colorado Preschool Program so more Eligible Children enter kindergarten on track for success in school and in life. The State has identified 29 Subgrantees that propose to serve *new* grant-funded High Quality Preschool Program slots beginning in 2015, and to *improve* the quality of existing CPP programs including the provision of full-day High Quality Preschool for preschoolers with disabilities. The identified High-Need Communities are illustrated on the map below and described in section (D)(1). The Subgrantees will carry out their activities in a variety of settings – urban, rural and suburban. Subgrantees have developed plans that are shaped by the needs and capacities of the High-Need Communities they propose to serve. Across all High-Need Communities, the implementation of new slots or improvement of existing CPP slots will be driven by collaborative, community-based processes and supported by CDE.

Colorado County Map



(A)(3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs

As shown in Table (A)(3), Colorado's plan to increase the number and percentage of Eligible Children served in High-Quality Preschool Programs will help the State advance its ambitious goal of providing universal access for four-year olds and access for three-year-olds with high needs. Recent significant increases in state investment to expand the CPP combined with the potential resources from this federal grant dramatically increase the availability of full-day opportunities for Eligible Children, and in particular for Eligible Children with disabilities.

(A)(4) Characteristics of High-Quality Preschool Programs

Programs currently serving children through the Colorado Preschool Program already meet or surpass the definition of High-Quality Preschool Programs including:

- Small class sizes - a maximum class size of 16 is required in statute
- Strong ratios - 8:1 instructional staff-to-child ratio is required in statute
- A commitment to serving children with disabilities in inclusive classrooms
- Coordinated and ongoing professional development

This grant presents an opportunity for improvement in other areas such as teacher qualifications and full-day programming, for which plans are already underway.

As documented in the Subgrantees' letters of commitment, all the *new* slots supported by Preschool Development Grant funds will meet the definition of High-Quality Preschool Programs at the commencement of services for children in fall of 2015. All the *improvement* slots supported by grant funds will move toward this definition over the grant term with a focus on addressing teacher qualifications/compensation, full-day programming – with 29% of these slots targeted for children with disabilities, evidence-based professional development and/or comprehensive services, based on local needs and capacity. The State will leverage this Preschool Development Grant opportunity and the efforts of Subgrantees to expand the reach, quality and effectiveness of the Colorado Preschool Program as a whole.

(A)(5) Set expectations for school readiness

Expectations for school readiness are defined by Colorado's new Early Learning and Development Guidelines and are measured through the aligned assessment used for all state-funded preschoolers. In addition, Colorado's Achievement Plan for Kids (CAP4K), (C.R.S. 22-

7-1001 et seq.), enacted in 2008, drove the creation of academic standards aligned from preschool through high school. All school districts have adopted the Colorado Academic Standards for preschool as well as Colorado's new Early Learning and Development Guidelines. For ease of use, the Colorado Academic Standards for preschool are embedded in the Early Learning and Development Guidelines. Refer to Section C(2)(c).

(A)(6) Supported by a broad group of stakeholders

The organizations listed in Table (A)(6) have provided letters (Attachment 3) that describe their enthusiastic support for this Preschool Development Grant plan and their commitment to its effective implementation. A joint support letter electronically signed by more than 175 Colorado parents, grandparents and foster parents and members of the early childhood community is also included. The letters underscore the State's capacity and readiness to implement its ambitious plan in two ways. The first is the opportunity, culminating decades of focused advocacy, to serve Eligible Children in High Quality Preschool Programs in the context of a robust early childhood system. The second is the broad-based process that supported plan development. Despite the short timeline, many stakeholders from various roles and levels in Colorado's early childhood system contributed. Some provided input through focus groups, others by completing surveys, still others by developing application text or reviewing drafts of the proposal. A core Advisory Council provided strategic guidance and facilitated outreach to stakeholders. This core group (or a version of it) will serve the same role in the CPP strategic planning process described later in this application.

Table (A)(6). Organizations Providing Letters of Support for Colorado's Plan

Organization	Signatory
Adams State University	Linda Garris Christian, PhD, Professor of Education
Charter School Institute	Lindsay Hull, Director – Submissions, Nutrition and Programs, CSI Preschool Advisory Council Liaison
Clayton Early Learning	Charlotte Brantley, President and CEO

Organization	Signatory
Colorado Association for the Education of Young Children	Linda Adams, Executive Director
Colorado Children's Campaign	Chris Watney, President and CEO
Colorado Department of Education	Darcy Hutchins, PhD, Director of Family Partnerships
Colorado Department of Education	Randy Boyer, Assistant Commissioner, State Director of Special Education
Colorado Department of Higher Education	Jennifer Arzberger, Educator Preparation Project Manager
Colorado Department of Higher Education	Robert Mitchell, PhD, Academic Policy Officer for Educator Preparation
Colorado Department of Human Services	Reggie Bicha, Executive Director
Colorado Head Start Association	Executive Committee
Early Childhood Colorado Partnership	Sarah Davidon, Mary Martin, Janine Pryor Steering Committee Chairs
Early Childhood Council Leadership Alliance	Maro Zagoras, Executive Director
Early Childhood Leadership Commission	Barb Grogan and Anna Jo Haynes, Co-Chairs
Executives Partnering to Invest in Children (EPIC)	Gloria Higgins, President
Ft. Lewis College	Dr. Kristine Greer, Associate Professor, Teacher Education
Metropolitan State University of Denver	Elizabeth R. Hinde, Dean, School of Education
PEAK Parent Center	Barb Buswell, Executive Director
Qualistar Colorado	Heather Tritten, Interim President and CEO
Teach for America Colorado	Sean VanBershot, Executive Director
Teaching Strategies for Early Childhood	Andrea Valentine, President and COO

Organization	Signatory
Temple Hoyne Buell Foundation	Susan J. Steele, Executive Director
University of Colorado Colorado Springs	Mary Snyder, Dean, College of Education
University of Colorado Denver	Rebecca Kantor, Professor and Dean, School of Education and Human Development
University of Colorado Denver	Suzanne Adams, PhD, Clinical Professor, School of Education
University of Northern Colorado	Rashida Banerjee, PhD, Associate Professor, School of Education

(A)(7) Allocate funds between

(7)(a) Activities to build on enhance infrastructure (no more than 5%)

A primary focus of State level activities will be conducting a statewide needs assessment regarding physical and infrastructure capacity to support preschool expansion, increase in full-day preschool and statewide full-day kindergarten. This needs assessment will set the stage for a strategic planning process that strongly positions Colorado to leverage state and federal opportunities for large scale expansion. Other infrastructure development activities target alternative pathways to teacher licensure, principal/director development and providing responsive and excellent implementation support to Subgrantees.

(7)(b) Subgrants using at least 95% of funds

Proposed Subgrants.

95% of the requested federal grant funds will be subgranted to 29 Subgrantees over the grant period. 18 of these Subgrantees will provide new CPP slots beginning in fall of 2015 that meet the definition of High Quality Preschool Program. 23 Subgrantees will improve existing CPP slots by targeting teacher qualifications/compensation, full-day programming, evidence-based professional development and/or comprehensive services. CPP requires programs, by statute, to provide class size and ratio that exceed the definition of High Quality Preschool Program.

CDE will ensure Subgrantees and their partners (including Early Childhood Councils, resource and referral agencies, local CPP coordinators, child find, and Part C) are implementing culturally and linguistically appropriate outreach and communication efforts to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs. A universal application website supports this outreach by connecting families to their local CPP contact.

The High Quality Plan for Selection Criterion A is the aggregate of the High Quality Plans for Sections, C, D, E, F and Competitive Priority 2. Together, these plans constitute an ambitious effort to leverage 25 years of State leadership and progress to serve additional Eligible Children in High-Need Communities. The Plan advances quality improvements in specific programs as well as systems-oriented strategies to enhance the programming for preschoolers as a whole.

(B)(1) Early Learning and Development Standards

This graphic illustrates the essential domains of learning within the Colorado Early Learning and Development Guidelines. It represents the progression of these domains across ages, rather than the relative importance of each domain within any one age group.

The domains of learning within early and emergent learners are more fully explored throughout the chapters.

Development Standards as defined in this competition.

Colorado's innovative approach to developing the Guidelines anchors them in both the Colorado Academic Standards and the Head Start Outcome framework to provide a one-stop resource for staff in mixed delivery settings. At three age levels (birth to 36 months, ages 3-5, and K-grade 3), the Guidelines comprehensively address the domains of approaches to learning, health and physical development, social and emotional development, language, literacy, numeracy, logic and reasoning, and other subject-specific learning to ensure a holistic approach to creating positive early childhood environments. The Guidelines are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and children learning English.

These Guidelines build upon the best state and national examples of developmentally appropriate and holistic information about what children should know and be able to do in their early years. The Guidelines are being incorporated into all elements of the State's overall early childhood system including state assessment systems, the TQRIS, early workforce development efforts, college and university coursework for early childhood professionals and State efforts to provide developmental screenings in health care settings.

Because the Guidelines promote a deeper understanding of children, they are being incorporated into State assessment systems, the TQRIS, early workforce development efforts, college and university coursework for early childhood professionals and State efforts to provide developmental screenings in health care settings. In addition, the Guidelines are used in the development of IEP goals for children with disabilities.

The comprehensiveness (130+ pages) of the Early Learning and Development Guidelines is a strength, but one that poses a communication challenge. In response, the RTT-ELC state team created an associated website tailored to a variety of audiences (family, early childhood professional, advocate) that will provide information in both English and Spanish. The website offers visuals, a template platform, interactive toolkit, and a "share your story" option.

Colorado Preschool Program and 619 state staff have introduced the new Guidelines to local CPP and 619 administrators and personnel through a series of regional meetings. Training modules built around the Guidelines that target mathematics and literacy are under development. The State's 31 Early Childhood Councils (refer to Section (B)(6)) have begun incorporating the

Guidelines into local planning efforts and are heading local efforts to disseminate the Guidelines and encourage their use. Please refer to Attachment 4 for the Table of Contents and executive summary of the Guidelines. These documents provide evidence that these Guidelines meet the definition of Early Learning and Development Standards.

(B)(2) The State's financial investment

Table (B)(2), found in the Excel spreadsheet, shows the State's financial investment in CPP over the past four years. Most revenues to Colorado's school districts are provided through the Public School Finance Act of 1994 (as amended) as per pupil funds. Per pupil funding levels vary across the state based on a school finance formula that recognizes costs of living, personnel costs and size factors. Children are funded by CPP for a (b)
(4) per pupil revenue per slot. Children who receive early childhood special education are also funded by the State through (b)
(6) per pupil revenue as well as state categorical funds for special education. The total is calculated based on the number of children reported during the October P-12 pupil count window.²

School districts may apply to CDE for authorization to offer a full-day program to children eligible under CPP using two "slots" to children with high needs. An effort to stretch limited resources led to two policy practices that this application proposes to address. First, while the State showed early leadership in providing general education per pupil revenue for young children with disabilities, state resources have not funded full-day programming for children with disabilities. Second, the original CPP legislation limits the use of two slots to create a full-day opportunity for an eligible child to (b)
(6)% of the total allocation (not including ECARE slots).

Because CPP's per pupil allocation is based on the K-12 school finance formula, CPP spending fluctuates with per pupil spending. As shown in Table B(2), spending on CPP declined from 2009-10 to 2011-12 reflecting the overall state decline in per pupil spending on K-12 during that time period, due to the economic recession. The increase in CPP spending from 2011-12 to 2012-13 reflects an increase in per pupil spending. The increase in CPP spending from 2012-13 to 2013-14 reflects both a corresponding overall state increase in per pupil

²State law offers an alternate count day in November for CPP programs to allow sufficient time to identify children who qualify for special education services (and are funded separately) and then fill those available funding slots with other CPP-eligible children.

spending and the effort to additionally expand CPP slots. This expansion is described in the following section.

Table (B)(2)-2 below provides additional information relevant to the State's financial investment in the Colorado Preschool Program: the number of five-year olds and three-year-olds served by the CPP. These data are relevant because the number of children served at different ages and in full-day preschool programs fluctuates from year to year as school districts attempt to allocate the slots to the children with the greatest needs in any given year.

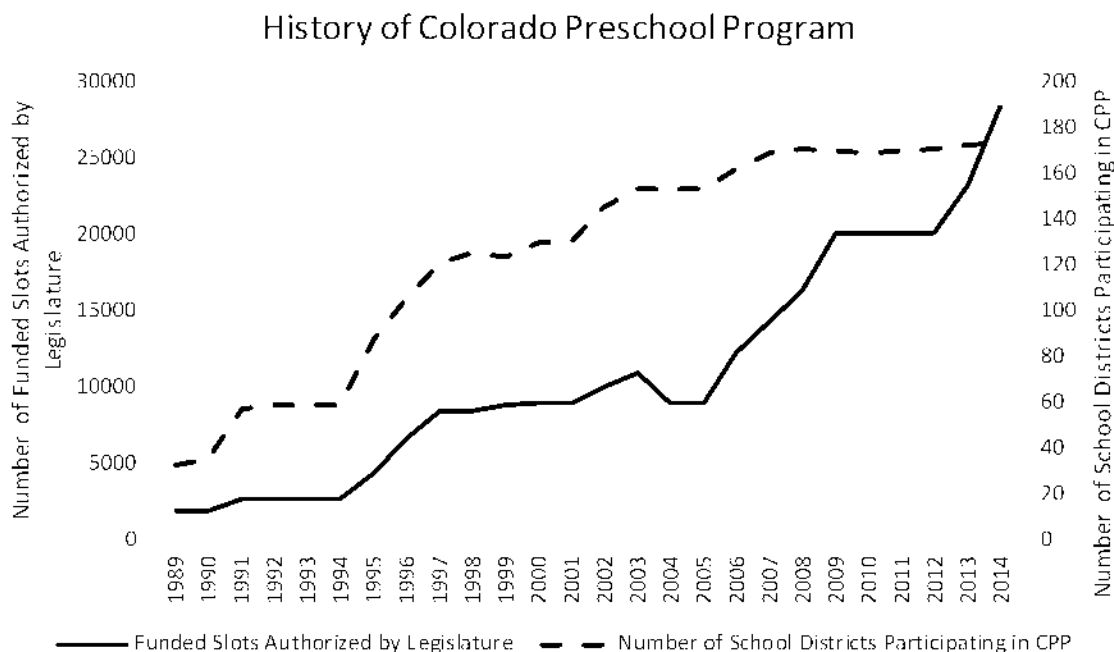
Table (B)(2)-2: Total Students Served in CPP, 2010-11 to 2013-14

	5-Year-Olds (Age-eligible for K the following year)	4-Year-Olds	3-Year Olds or Younger	Total CPP/ECARE Preschoolers Served	Total 619- Eligible Preschoolers Funded for half-day preschool with state funds
2013-14	(b)(4)				
2012-13					
2011-12					
2010-11					

Colorado is home to an early childhood philanthropic community that not only invests financially in the early childhood system through grants to local programs, but serves among the State's and nation's foremost advocates for early childhood access and quality. The figures in the Philanthropic column in Table (B)(2) are grants made by the Temple Hoyne Buell Foundation over the past four years to regular public preschool programs, charter programs, and early learning programs for children of teen parents within public schools. The Foundation's additional contributions to early learning programs that are not preschool programs are not included in this total. The 2014 figure additionally includes (b)(4) in tax check-off contributions received from individual Colorado taxpayers from January 1, 2014 to July 31,

2014. This contribution opportunity was authorized in 2014 for a four year period. Funds generated will be applied to state-level CPP professional development resources and events. Please refer to Attachment 5 for additional data notes related to Table (B)(2).

(B)(3) Enacted & pending legislation, policies and/or practices related to increasing access



As shown in the figure below, expansion of access to preschool has been a Colorado priority for decades. Since the establishment of the Colorado Preschool Program in 1988, the program has helped 291,000 young children begin school on track for success.

In 2013-14, a CPP expansion was funded through state legislation for a new type of slot, “ECARE” (Early Childhood At-Risk Enhancement), an innovative initiative that allows school districts to decide how to use the newly authorized slots: to enroll a single child in one half-day preschool program (one slot), a single child in a full-day preschool program (two slots), or build out a full-day kindergarten experience (one slot). In the 2013-14 school year, school districts used the (b)(4) total ECARE slots to serve, (b) half-day preschoolers, (b)(1) full-day preschoolers,

and (b)(4) full-day kindergarteners. In the 2014 session, the General Assembly approved an additional (b)(4) ECARE slots for 2014-15. Initial estimates indicate that districts distributed these slots to serve (b)(4) half-day preschoolers, (b)(4) full-day preschoolers, and (b)(4) full-day kindergarteners. Districts may reallocate ECARE slots annually (e.g., a slot used for full-day K in 2013-14 can be used for preschool in 2014-15).

The Early Childhood School Readiness Legislative Commission, established in statute, is charged with policy improvement related to early childhood and school readiness, including the areas of health, mental health, parent involvement, family support, child care and early learning. As a result of its deliberations over the summer 2014, the Commission has approved (4-1) a draft bill to be introduced in the 2015 legislative session to increase the number of CPP slots by (b)(4) in FY 2015-16 (refer to Attachment 6). Preliminary fiscal analysis puts the cost of this expansion at (b)(4), based on the most recent student enrollment, assessed value and inflation projections. The cost estimate assumes that new slots would be distributed among school districts proportionally to existing CPP slots.

(B)(4) Quality of existing State Preschool Programs

Elements of quality in the Colorado Preschool Program are documented in the following policy summaries and in evidence of longitudinal outcomes.

Eligibility. Eligibility for the Colorado Preschool Program is defined by factors shown by research to place children at risk for challenges in school and beyond. The authorizing statute identifies the following risk factors: free or reduced price meal eligibility, being homeless, living in a home with an abusive adult, living in the presence of drug or alcohol abuse in the family, being born to an unmarried teenage parent, being born into a family where the parent has less than a high school education, living in a family with a history of frequent relocation, having language development needs including learning English, and being defined as a neglected or dependent child by state social services. Three-year-olds served in CPP must meet three of these risk factors to participate; four-year-olds must meet one. The average child enrolled in CPP has three of these risk factors.

CPP Administration. Colorado values community-centered decision-making that considers local strengths and needs. A Preschool Advisory Council, with composition and responsibilities detailed in statute, oversees the Colorado Preschool Program in each school

district to ensure and advance program quality in the context of local resources, needs and capacities. One outcome of this structure is that school districts and their community partners use a variety of approaches to improve program quality, giving rise to innovative and community-based strategies that can inspire other early learning programs.

The makeup of Preschool Advisory Councils ensures a comprehensive approach. Council membership must include parents of children in the district preschool program, members of the business community, a health expert, and representatives from the county department of social services, a county agency involved in job services and training, publicly funded early childhood agencies, privately funded child care center and charter schools offering preschool programs.

With the support of a local CPP Program Coordinator, District Advisory Councils play an important role to ensure quality programming:

- *Adopting a recruitment and enrollment process* that ensures the program serves children with the highest needs. CDE supports school districts in adopting and applying multiple methods to determine a child's eligibility (standardized developmental screenings provided by the school district, parent interviews, observations of children in natural settings, vision and hearing screenings) and in determining a process for assigning slots to serve children with the greatest needs.
- *Developing a comprehensive plan for the delivery of services* that addresses: (1) The quality of the program, (2) Staff development, (3) Family involvement, (4) Family support services and (5) Program evaluation.
- *Monitoring implementation of the program in local districts.* Councils are required to make at least two on-site visits per year to all classrooms that serve children funded by CPP to monitor program compliance and identify opportunities for quality improvement. School districts report on monitoring and continuous improvement activities in their year-end reports to CDE, which are required for continued participation in the program. (Please refer to Attachment 7 for the report template).
- *Implementing a competitive process to identify and select new program sites.* School districts collaborate with Head Start programs, child care centers and charter schools by distributing Requests for Proposals to local programs (sent to every licensed child care center or preschool in the district) every two years. Partnerships with community

providers offer families more choices, give districts more flexibility in serving large preschool populations when facility capacity is an issue, and raise the quality of early childhood education across community programs. State law directs CDE to give funding priority to school districts that take a mixed delivery system approach.

Assessment. High quality early childhood assessment is observation-based and takes place in the context of everyday routines, activities and places. It focuses on strengths and considers how children are progressing over time. CPP programs use **Results Matter**, Colorado's early childhood assessment and outcomes program, to better engage families in early learning and development goals; individualize instruction and intervention, understand how groups of children progress, and make informed decisions about continuous program quality improvement. Results Matter is a national model child assessment and outcomes system emulated by multiple states. In addition to supporting use of authentic assessment practices with more than 50,000 young children across the State, Results Matter has produced hundreds of professional development resources including an internationally recognized video library.

Results Matter participation is *required* for programs supporting CPP and preschoolers receiving special education and also available to all interested early care and education programs. 98% of Head Start programs participate in Results Matter and a further expansion of Results Matter into child care settings is a major focus of the State's RTT-ELC work.

Results Matter provides professional development, technical assistance and group discounts for expenses associated with implementing one of the approved assessments on the Results Matter menu. At this time, 100% of participating programs have selected the *Teaching Strategies GOLD®* assessment system. *Teaching Strategies GOLD®* measures the Essential Domains of School Readiness and has been shown to be valid, reliable and appropriate for use with diverse populations of children including those who are dual language learners and those with disabilities (Refer to Attachment 8 for additional information about *Teaching Strategies GOLD®*).

Commitment to Assessment Quality. Results Matter maintains a consistent focus on improving quality in the implementation and alignment of formative assessments. Locally, CDE hosted *Teaching Strategies GOLD®* roundtable events that brought together local administrators, state staff, and representatives from Teaching Strategies, LLC. These meetings resulted in

recommendations on customizations to improve the efficiency and quality of the assessment implementation. Nationally, CDE participated in face-to-face roundtable meetings and a newly joined online learning consortium concerning best practices in *Teaching Strategies GOLD®* implementation (refer to letter of support from Teaching Strategies). As a result of these efforts, CDE has observed improved consistency in practices and improved efficiency in reporting and planning.

Data quality efforts continue to be a focus. The ability to use assessment data with confidence is crucial at the program and policy level. To this end, the program includes intensive teacher training, certified user reliability, agreement checking between documentation and ratings and data pattern checking as essential strategies to assure data quality. Data quality and completeness has improved significantly over the last several years.

Individual Learning Plans. Each child enrolled in CPP has an individual learning plan (ILP). Family input and ongoing assessment of children's progress in developmental and academic domains informs these ILPs to ensure a responsive learning environment for each child. To assist districts in meeting this requirement, CDE worked in partnership with Teaching Strategies, LLC to embed an ILP in the *Teaching Strategies GOLD®* online assessment system currently used by 100% of CPP participating programs in Colorado. The ILP template pre-populates with assessment summary data and an editable list of next steps for children based on the assessment continuum of development and learning. Teachers and families then use the remaining fields to spell out strategies. These plans are updated with each assessment checkpoint, three times per year.

Workforce Development. CPP participating programs are required to be site licensed through the Office of Early Childhood, Colorado Department of Human Services. One of the assurances guaranteed through this licensure process is 15 hours of annual in-service training. This is a minimum standard exceeded by many school districts administering CPP.

A major focus of Colorado's RTT-ELC activities is ensuring an early childhood workforce that is ready to positively optimally impact children's growth and achievement is. In 2013, CDE and the Office of Early Childhood collaborated to produce the Colorado Core Competencies for Early Childhood Teachers and Directors (Please refer to Attachment 9). With the adoption of the Core Competencies, Colorado has a single, easy-to-navigate system for

credentialing, grounded in the Colorado Early Learning and Development Guidelines. This system provides clear career ladders for the early childhood workforce. CDE is also leading efforts to build a Professional Development Information System (PDIS) that will serve as a central hub of the credentialing status of early childhood educators as well as a repository of professional development offerings. This information system will link to Colorado Shines, the State's new TQRIS, which will be used by all licensed early care and education providers, including those in CPP programs.

Recent governance changes facilitate coordination of these multiple efforts. For example, the Early Childhood Professional Development Team moved from the Colorado Department of Human Services into the Office of Early Learning and School Readiness at CDE. This allows the Early Childhood Professional Development Team to work more closely with other programs that support and train teachers to enable alignment with public school teacher licensing and teacher evaluation.

Program Quality Standards. CPPs original statute directed CDE to develop program quality standards to help guide best practice and continuous quality improvement in local programs. The *Colorado Quality Standards for Early Childhood Care and Education Services* were developed and initially adopted in 1993 and are routinely updated and cross-walked to NAEYC accreditation standards. Programs funded through CPP must use the Colorado Quality Standards for Early Childhood Care and Education Services to guide their program implementation. This comprehensive document is designed as a self-study tool and includes sections devoted to: Interactions Among Staff; Curriculum; Family-Staff Partnerships; Staff Qualifications and Development; Administration; Staffing Patterns; Role and the Function of the Teaching Team; Physical Environment; Health and Safety; Nutrition and Food Service; and Evaluation.

Monitoring. Historically, District Advisory Councils and CDE have been charged with monitoring all classrooms where children funded by CPP are served using the intended for use by local school districts in developing their CPP program and self-assessing toward continuous program quality improvement. Local preschool programs use the results of these monitoring visits and feedback from family satisfaction surveys to inform ongoing quality improvement work.

State level CPP staff also support continuous quality improvement in CPP participating programs through ongoing monitoring and professional development supports. Staff use an iPad app version of key concepts from the Colorado Quality Standards and in the 2012-2013 school year, state staff provided (b) technical assistance visits and (b) official site review visits. Throughout its history, CPP participating programs to participate in Qualistar Colorado, the State's voluntary TQRIS, and to pursue voluntary accreditation through NAEYC.

TQRIS. Colorado Shines, the State's next generation *Tiered Quality Rating and Improvement System* (TQRIS), is now in the early stages of phased implementation. The TQRIS will assess, enhance and communicate the level of quality in early education and care for *all licensed providers* in Colorado, including programs and sites in the Colorado Preschool Program. Colorado is only one of a handful of states using this approach, which recognizes effective enforcement of licensing requirements as a critical lever to promote children's development. The newly designed system offers a unifying set of standards and helps assure all children have higher quality early learning experiences that will prepare them for success in kindergarten and beyond. Aligned with other early care and education state and national standards and programs (Head Start, NAEYC accreditation, National Association of Family Child Care, Colorado Preschool Program), Colorado Shines fosters linkages, increases collaboration and partnerships, and promotes efficiency and coordination in monitoring and accountability. Section (C)(2) provides a more detailed description of the operation of the TQRIS and its Program Standards.

Data on CPP Impact on Student Growth. The most recent CPP data reported by CDE to the Colorado General Assembly (please refer to Attachment 11) show great short- and long -term outcomes. Data show positive trends in:

- fall-to-spring growth in the year before Kindergarten compared to widely held expectations.
- state assessment results for CPP graduates through 8th grade compared to other at-risk children not participating in CPP
- grade retention for CPP graduates compared to other at-risk children not participating
- the impact of CPP on early-grade literacy

(B)(5). Coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources

The **Early Childhood Leadership Commission (ECLC)**, created in 2010 as Colorado's early childhood state advisory council, was reauthorized by legislation in 2013 as the entity charged and entrusted as the proactive champion for high-quality, outcome-focused programs and services for pregnant women and for children birth to age eight in Colorado. This high-level, interagency, cross-sector, public-private commission accelerates and sustains Colorado's commitment to improve outcomes for young children by promoting a shared vision and strategic direction for an aligned system of services and supports. The Commission is comprised of twenty gubernatorial-appointed individuals consistent with membership outlined in the Head Start Act. The Commission establishes committees to focus on specific initiatives and scopes of work, which maximizes subject matter expertise and stakeholder engagement. It is within this existing organizational structure that the Commission will endorse the creation of the Colorado Preschool Program (CPP) Advisory Group to ensure membership compliance as stated within the Preschool Development Grant Program Requirement (1).

The vision of the CPP Advisory Group is to create a collaborative, cross-agency body with representation from early childhood providers including community child care centers, Head Start programs, and urban/rural public schools, early childhood advocacy groups, early childhood associations, and will also include Colorado's Child Care Development Fund administrator, the State Part C Coordinator, the Section 619 Coordinator, the State Title 1 Director, the State Coordinator of Education for Homeless Children and Youth, and a minimum of two family members. Through consistent engagement, the CPP Advisory Group will bring diverse perspectives and provide leadership as Colorado works to expand the State Preschool Program and create high-quality preschool opportunities for all children. Specifically, the CPP Advisory Group will identify barriers to and opportunities that:

- Increase the physical capacity of early childhood programs to serve more children;
- Increase the professional development capacity of teachers to support the standards outlined in the grant definition of high-quality preschool programs;
- Ensure preschool is integrated into a birth to third grade continuum;
- Ensure a mixed delivery system that supports family choice, especially for children with special needs;

- Support a comprehensive service delivery system to meet the individual needs of children and families.

CDHS Office of Early Childhood. In 2012, Governor Hickenlooper announced the creation of the Colorado Department of Human Services Office of Early Childhood, to consolidate and better administer early childhood programs in Colorado. The Office was developed in response to a proposal initiated by the Early Childhood Leadership Commission to bring together seven programs that previously existed in four divisions within the Colorado Department of Human Services, including licensing, child care quality initiatives, Part C, and the child care subsidy program. The Office of Early Childhood pursues six goals:

- Provide access to necessary supports to get all Colorado children ready for Kindergarten and reading by 3rd grade;
- Provide community and family access to services for optimal early childhood development;
- Create a coordinated system of early identification and intervention;
- Increase access to quality early learning for all children;
- Collaborate with partners to create a coordinated system;
- Support continuous quality improvement.

As described throughout this application, CDHS and CDE cross-department collaborations include Results Matter, Colorado Shines, several quality enhancement initiatives, data linking, and development of a workforce development.

CDE Office of Early Learning and School Readiness. The Office of Early Learning and School Readiness (OELSR) administers multiple program serving families and children birth to eight years of age and in close collaboration with CDHS as described above. CDEs organizational structure encourages alignment and coordination across age levels, programs and funding streams to meet the needs of children who may be at risk due to socio-economic factors such as poverty and high mobility as well as those with identified disabilities. State level work with federal programs, including special education and Title I, is well-coordinated and serves to maximize resource use for preschool programming. The OELSR coordinates extensively with the CDHS Office of Early Childhood to ensure a coordinated and accessible system that optimizes opportunities to leverage local, state and federal resources.

Universal Application. The Universal Application project includes efforts to increase families' knowledge of and ease in applying for early childhood programs. Colorado agencies have created a coordinated system that allows parents to use a single portal to apply for various forms of family assistance. In 2014, the application is being expanded to add (b) early childhood focused programs, including the Colorado Preschool Program, Colorado Child Care Assistance Program, Head Start, Special Education Services Home Visiting, Nutrition (WIC, National School Lunch Program). The universal system offers convenience and improved customer service to families, while enabling programs to better update information and renewal reminders, increase recruitment, quantify demand and understand capacity.

(B)(6) The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors

Coordinated Services. School districts leverage CPP funds by using the existing infrastructure in their communities to serve children, including Head Start and community settings. CDE gives funding priority to school districts that assure these partnerships. Children with disabilities are provided access to a free appropriate public education in the least restrictive environment determined by the child's IEP team based on the individual needs of the child. Historically, preschool-age children with disabilities may receive access to general education in Head Start, child care or district preschool settings.

The CPP authorizing statute and rules require school districts to coordinate preschool programming with family support services for children and their families. Family support services include information and referral and education materials relating to nutrition, immunization, health care and dental care, parenting education and support and social services programs. Colorado's **Early Childhood Councils (ECCs)**, the 31 regional coordinating structures for early childhood services play a key role to this end. According to the authorizing legislation, the role of ECCs is to "improve and sustain the availability, accessibility, capacity and quality of early childhood services for children and families throughout the state." Early childhood services are defined as including early care and education, family support, mental health and health. Early Childhood Councils bring together local partners from each of the four domains to ensure that local services to young children are plentiful, of high quality, and easily available to anyone who needs them. Councils work by making joint funding and investment

decisions, improving local policies, engaging the public and stakeholders, and building local leadership within the system.

C. ENSURING QUALITY IN PRESCHOOL PROGRAMS

(C)(1) Use no more than 5% of funds for infrastructure and quality improvements

5% of the grants funds will be invested in infrastructure and quality improvements to advance the goal of exemplary CPP implementation in every community. Activities will include:

Statewide Needs Assessment: Contract personnel to conduct a statewide needs assessment regarding physical and infrastructure capacity to support large scale preschool expansion, increase in full-day preschool and statewide full-day kindergarten

Strategic Planning: Contract personnel to conduct strategic planning process to help Colorado prepare for increased state and federal opportunities for large scale expansion

Program Evaluation: Determine status of statewide CPP implementation on key High Quality Preschool criteria to inform strategic resource and policy planning. This will focus on key components not evaluated through other means including detailed analysis of the extent to which the Colorado Preschool Program implementation meets expectations for High Staff Qualifications, Full-Day Programming, High-Quality Inclusive Classrooms, and Instructional Staff Salaries.

Alternative Pathways to Teacher Licensure Including Scholarships for CPP Teachers: Create new avenues for Colorado Preschool Program teachers to pursue a degree and teacher licensure to provide training for CPP staff on strategic career path and facilitate engagement with the early childhood credentialing system (Years 1 and 2) and to provide a targeted scholarship program for non-degreed CPP teachers (building on RTC-ELL funding) in Years 3 and 4.

Principal Academies: Enhance the understanding, capacity and commitment of principals and program directors to oversee High Quality Preschool Programs situated in schools or community settings. The academies will:

- help district or program leadership understand the need for capacity building
- assist district leadership to apply the National Association of Elementary School Principals (NAESP) early childhood learning community standards

- build school district and local champions of early childhood education, High Quality Preschool programs and a P3 approach
- strengthen alignment with kindergarten and toward a seamless P3 continuum

Monitoring and Implementation Support: 2.0 FTE Senior Consultant Level Staff to provide the implementation support to Subgrantees described in this State Plan and to manage grant record keeping and reporting responsibilities.

(C)(2) Implement a system for monitoring and supporting continuous improvement

(C)(2)(a) Capacity to measure preschool quality and inform continuous improvement

The heart of the monitoring process is the TQRIS. As noted, monitoring of CPP programs using the Colorado Quality Standards has historically occurred through twice yearly visits from the District Advisory Council and through



periodic site
monitoring visits
by CPP regional
support staff.
These activities

Building

Blocks

Program

must be

licensed

- Staff is entered into Professional Development Information System (PDIS)
- 75% of staff complete Level II training modules (10 hours each)
- Quality Indicators self-assessment (score of 3.0 or better)
- Quality Improvement Plan Application for Level II status submitted

2

will now be augmented by full participation in Colorado Shines, the State's new TQRIS. To facilitate Subgrantee understanding and meaningful engagement with the TQRIS relative to the requirements of the grant, CDE has developed a crosswalk between the Structural Elements, the Colorado Quality Standards and the TQRIS standards. (please refer to Attachment 13). Programs will be encouraged to pursue higher quality levels over the term of the grant. Existing CPP program quality monitoring and improvement requirements will be adjusted relative to the TQRIS level each program has accomplished.

As illustrated above, Colorado Shines is a hybrid blocks and points system. Levels 1 and 2 are building blocks to quality, and managed by a team of CDHS licensing specialists. Levels 3-5 are a points system that also includes an assessor evaluation and a minimum of points to be earned and will be managed by the contracted ratings administrator, with oversight by the Office

of Early Childhood's QRIS Manager. The State of Colorado's TQRIS Provider Guidance Document sets out the evidence programs/providers can produce to earn points at a Level 3, 4 or 5 Rating, including

administering and using feedback from an annual survey of parents (Please refer to Attachment 12)

Professional development opportunities will support CPP programs, including grant funded programs, as they join Colorado Shines. Training opportunities designed or under development relate to the TQRIS

Total Points	Level 3	Level 4	Level 5
31	8	12	18
22	10	13	20
26	12	18	24
29	8	13	22
14	5	7	9
8			
Optional Point Areas			
Minimum Requirement for Rating			
	53	63	93
Average ERS Scores			
<div>At least 3.75 with no classroom below a 3.0</div> <div>At least 4.75 with no classroom below a 4.0</div> <div>At least 5.75 with no classroom below a 5.0</div>			

standard areas, the Environment Rating Scales, program self-assessment and developing a quality improvement plan. All professional development related to TQRIS will directly link to the Professional Development Information System. Financial incentives, still under development, will be available to Colorado Shines TQRIS participants at Levels 3-5 to assist in the costs to provide higher standards of quality education and care.

Priority Practice Toolkit and Checklist: Going Deeper with Continuous Quality Improvement. CDE has identified four priority areas as targets for drilling deeper to better understand and support teacher knowledge and skills in Subgrantee settings and ultimately in all CPP settings:

1. Family engagement
2. Supporting dual language learners
3. Effective transitions
4. High quality inclusion

To facilitate this work, the team has begun development of a Priority Practice Toolkit that brings together documents found essential for assuring high quality preschool services by each

subgrantee. The Toolkit will not only provide the CDE a manner in which to track subgrantee progress on providing superior preschool services to children and families, it can also be used by preschool programs across the state in evaluating their own programs in order to continually improve services.

The Toolkit is built on the strength of current research of early childhood. Tools selected are supported from leaders of research in the field such as the National Association for the Education of Young Children (NAEYC), the Wisconsin Center for Education Research, the National Institute for Early Education Research (NIEER), and the Division for Early Childhood (DEC). The resources contribute a solid body of evidence to be used by the CDE as well as individual early care and education programs. Instruments in the Toolkit are directly culled from these strong resources such as NAEYC and the Office of Head Start. Tools include the Head Start Program Preparedness Checklist: Serving Dual Language Learners and their Families, which emphasizes best practice when working with children learning English as their second language. WIDA Standards, created through the Wisconsin Center for Education Research is an additional tool which will help programs to use the “can do” descriptors to better serve children at every level of their English Language Proficiency journey. Also included is the NAEYC checklist on best practice for engaging families in an early childhood program. Other instruments for quality improvement are the Early Childhood Environmental Rating Scale (ECERS), the CLASS Observation Tool, and the Teaching Pyramid Observation Tool (TPOT) as they are recognized as valid and reliable tools. Program evaluation information regarding the inclusion of all children, which encompasses children with disabilities, those learning English as a second language, and children identified with additional risk factors, will also be a part of the Toolkit. References would include the Head Start Center for Inclusion, NAEYC, and DEC.

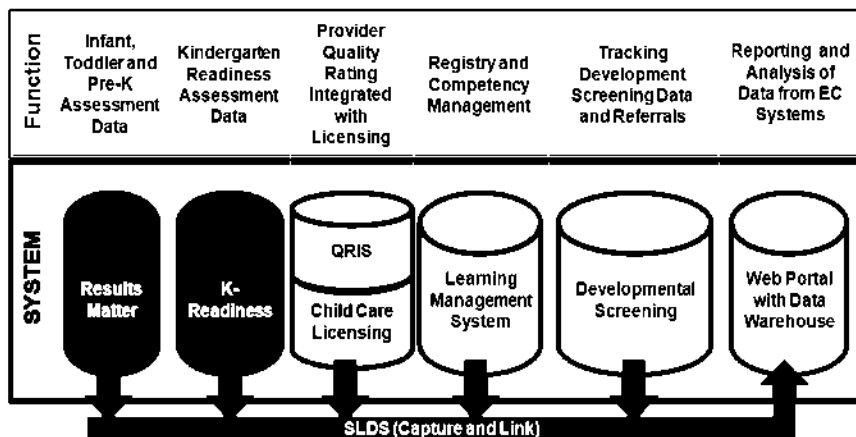
The CDE team is developing a condensed checklist representing key practices pulled from these various resources to guide ongoing high level check-ins with preschool teams to both monitor progress and to guide technical assistance and other professional development strategies. To personalize the Toolkit further for its relevant use in Colorado, each element is linked directly to the Colorado Shines Quality Rating and Improvement System (QRIS) and the Colorado Preschool Program (CPP).

(C)(2)(b) Use a SLDS able to track student progress from preschool through third grade .

Colorado has a strong track record of building and using an early childhood longitudinal data system and has recently invested even more in building systems geared toward early childhood data. The State's development of data systems can be traced back to 2003 when Colorado began assigning unique identifiers to all state- and federally funded- children served in a variety of settings. This included children in the Colorado Preschool Program and children receiving preschool special education services. Because of this investment, CDE can track results for the earliest cohort of state-funded preschoolers all the way through the end of middle school. Colorado is also unique in that it has an early childhood outcomes measurement system (*Results Matter*) that incorporates data not only from children in CPP and preschool special education, but also Head Start, children whose families pay tuition, children in child care, family child care, etc. This system enables the State to compare outcomes in preschool for children receiving a variety of subsidies and interventions, and to analyze longitudinal data in relation to differences in early childhood experiences. Examples of these analyses can be found in the CPP annual legislative report (Attachment 11).

Colorado has been an active participant in the last few rounds of the federal Statewide Longitudinal Data System grant program. The goal of Colorado's SLDS project has been to enable the secure and efficient sharing

of educational data, from preschool to K-12 to higher education/career and technical education to workforce development agencies, for the purposes of educational research and policy-making. Three strategic objectives phases were identified as Capture, Link, and Provide:



Capture involved the modernization of our data collection infrastructure in order to collect relevant information about students and educators. Data collection has shifted from a program-centric to a more child-centric collection model, enabling faster and more accurate data

submissions from districts (including data on CPP and preschool special education). The Teacher-Student Data Link, also financed through SLDS, will connect student achievement data to teacher and other educators, supporting continuous improvement of teacher preparation program and professional practice.

Link is about linking student and educator data in the Colorado Department of Education (CDE) with records from relevant state agencies. State-of-the-art technology will enable CDE to link child-level data among five major state agencies, including data from early childhood programs administered through CDE and CDHS. Data sharing agreements have been signed by CDE and four other agencies.

Finally, *Provide* is about delivering timely, student-focused information to parents, students, educators, policymakers, and researchers. Much of the work has centered around Colorado's SchoolView portal and Growth Model for graphically representing K-12 growth and achievement data in the same view, a first-of-its-kind model in the nation.

Although the SLDS grant project is closing out and moving more toward an operations phase, Colorado is committing resources beyond our SLDS grant to build out an early childhood integrated data system. In 2014, CDE and CDHS entered into agreement to link data between Colorado Preschool Program, Part B/Preschool Special Education, Part C/Early Intervention, Head Start, Early Head Start, *Results Matter* (early childhood assessment), Colorado Child Care Assistance Program, School Readiness Quality Improvement Program, and K-12 data (including school readiness data, standardized test scores, graduation rates, and more). In 2014, the Colorado General Assembly committed (b)(4) in state funds which, combined with \$300,000 in Race to the Top Early Learning Challenge grant funds, will be used to carry out this data sharing. The data sharing workgroup is actively partnering with the Early Childhood Leadership Commission's data subcommittee to guide our work, identify key analysis questions, and suggest system enhancements. Our RTT-ELC grant is also dedicated to building an early childhood workforce registry (the Professional Development Information System), which will encapsulate information not just for CDE licensed teachers, but all early childhood professionals including teachers with other certifications and paraprofessionals. RTT-ELC funds also are helping to build Colorado Shines, our TQRIS, which will link to the workforce registry and the state longitudinal data system. In short, Colorado's ambitious data system design will allow for

longitudinal analysis from the early years, to preschool, all the way through K-12, postsecondary education and the workforce, ultimately producing information on classrooms, teachers and children in CPP to identify opportunities for ongoing program improvements.

(C)(2)(c) Measureable outcomes, including school readiness

The CDE and its partners are committed to the following measureable outcomes:

1. All grant related activities and obligations have been completed on time including the addition of new slots and the creation of improved slots in accordance with the grant requirements
2. All sites in participating Early Learning Programs will have achieved a minimum TQRIS rating of Level 4
3. All children funded through grant funds will receive ongoing assessment and Individual Learning Plans aligned with the Early Learning and Development Guidelines to ensure that every child is on track for success in kindergarten (please refer to (C)(3) for details on child outcomes measurement)
4. The number of four-year-olds served by in full-day programs CPP (over and above participating ELPs) will have increased overall
5. The number of teachers with bachelor's degrees in the CPP will have increased overall between the Year 1 status evaluation and the end of Year 4
6. A minimum of 500 principals will have attended an Early Childhood Principal Academy
7. A statewide needs assessment will be completed and results used to drive information sharing and technical assistance related to capacity building in expectation of a major scale-up of CPP
8. CPP will have a data and stakeholder driven 10 year-strategic plan to drive continuous quality improvement and large scale capacity building
9. CPP will be able to provide stakeholders with pre- and post-grant evaluation results that will also be used to drive strategic planning and continuous quality improvement

(C)(3) Measure the outcomes of participating children .

Preschool Outcomes Measurement. Outcomes of participating children will be measured as they are for children funded through CPP and preschool special education utilizing three strategies:

- School readiness expectations (encompassing both developmental and academic domains) are measured through early childhood assessments provided through the Results Matter program. These assessments occur three times a year during a child's participation in the CPP including at the spring transition from preschool to kindergarten. Results are analyzed in relation to the Colorado Early Learning and Development Guidelines, preschool and kindergarten requirements of the Colorado Academic Standards and widely held age expectations for the age group.
- In addition to analyzing assessment results relative to Early Learning and Development Guidelines, academic standards and widely held age expectations for development and learning, Colorado also employs, for all children, the three functional outcomes originally developed by the USDOE Office of Special Education Programs for young children with disabilities (positive social-emotional skills, acquisition and use of knowledge and skills and use of appropriate behaviors to meet their needs). Results for all children are run through an additional algorithm to arrive at ratings on these outcomes. These ratings permit a common metric across multiple assessment tools and populations of children and also allow for summary data to be shared with various stakeholder groups. The same measures are used with all preschool children – CPP, preschool special education, Head Start, and tuition. By monitoring each child's progress across multiple domains, teachers, parents, schools and caregivers are able to provide the support needed to ensure each child's success in school.
- For all children in CPP, the following measure for CDEs "Start Strong Goal 1" is used:

Percentage of Colorado Preschool Program four-year-olds who are meeting age expectations on 80% or more of readiness indicators in six developmental and academic domains on the spring *Teaching Strategies GOLD*® assessment:

	Actual			Targets			
	2012	2013	2014	2015	2016	2017	2018
Social-Emotional Development	88.71%	87.45%	85.53%				
Physical Development	88.64%	88.56%	94.94%				
Language Development	86.38%	83.50%	81.72%				
Cognitive Development	91.98%	91.37%	89.63%				
Literacy	82.16%	81.72%	79.78%	80.03%	81.0%	82.0%	83.0%
Mathematics	67.28%	67.38%	65.79%	66.04%	67.0%	68.0%	70.0%
<i>n-size</i>	~9,080	~12,000	~13,525				

Kindergarten Entry Assessment. Beginning in the 2015/2016 school year, all incoming kindergarteners will be assessed using one of Colorado's approved school readiness assessments. As with all children funded through CPP and preschool special education, grant supported children will be provided with unique identifiers that will allow the CDE to monitor status at kindergarten entry (as well as more longitudinal results on K-3 literacy assessments). As part of its RTT-ELC plan, the CDE has been managing a large-scale implementation of *Teaching Strategies GOLD*® in kindergarten. The *Teaching Strategies GOLD*® assessment was the first instrument approved by the State Board of Education and the State now has two years of experience in implementing this ongoing assessment with thousands of kindergarteners. In meeting its goal to offer a menu of kindergarten assessments, the State Board of Education approved three additional instruments on October 8, 2014: Riverside Early Assessments of Learning, Desired Results Development Profile and Teaching Strategies GOLD Survey. All instruments are ongoing observational assessments and meet the National Research Council's indicators for appropriate assessment. School districts that have not yet started kindergarten assessment will be expected to select one of the approved tools, complete training and begin assessing incoming kindergarteners in the fall of 2015.

Summary High-Quality Plan for Ensuring Quality C(1)-(3)

Section (C)(1) Use no more than 5% of funds for infrastructure and quality improvements						
ID	Section	Activity Description	Start	Duration (Months)	Finish	Lead Role
1		Develop a detailed project management plan for infrastructure development activities	1/2015	1	2/2015	CPP Director
2		Engage consultants to manage Needs Assessment and Strategic Planning processes	3/2015	1	4/2015	CPP Director
3		Hire staff to provide implementation supports and monitoring to Subgrantees	2/2015	1	3/2015	CPP Director
4		Schedule, plan and implement Principal Institutes Year 1	4/2015	8	12/2015	Project Staff
5		Design and implement plan for awarding CPP teacher scholarships	4/2015	8	12/2015	Project Staff
6		Engage consultant to design and conduct CPP evaluation	3/2015	3	6/2015	CPP Director
7		Engage Subgrantees and ELPs in CPP sponsored workshops	3/2015	Ongoing	Ongoing	CPP Staff
8		Require Subgrantees to administer assessments (TS GOLD) through Results Matter to measure children's school readiness and engage families in the assessment process	8/15	Ongoing	Ongoing	Results Matter Staff
Section (C)(2) Implement a system for monitoring						
8		Support Subgrantees in beginning	6/2015	Ongoing	12/2018	Project

	to work on next rating up in TQRIS.				Staff
9	Finalize Priority Practice Toolkit and Checklist	6/2015	2	8/2015	Project Staff
10	Introduce Toolkit to Subgrantee sites; begin using Toolkit for monitoring and planning TA	9/2015	1 Ongoing	10/2015 Ongoing	Project Staff
Section (C)(3) Measure the outcomes of participating children					
11	Assure that all children in the program have a unique identifier assigned	Annually – Sep 1	1	Annually – Oct 1	Results Matter Staff
12	Provide technical assistance and support to Subgrantees in using the preschool assessment system reliably	Ongoing			Results Matter Staff
13	Assist Subgrantees in utilizing assessment reports	11/2015	Ongoing	Ongoing	Results Matter Staff
14	Assure that assessment results for exiting children are passed through outcome ratings process	Annually – May 1	1	Annually – June 1	Results Matter Staff
15	Assure that all data is captured to compare results to CDE Goal 1 targets	Annually – May 1	1	Annually – June 1	Results Matter Staff

D. EXPANDING HIGH-QUALITY PRESCHOOL PROGRAMS IN EACH HIGH-NEED COMMUNITY

(D)(1) How the State has selected Subgrantees and High-Need Communities

To identify High Need Communities, the State considered school district, county-level and community needs data including poverty data, Federal free and reduced price meal eligibility data, other data on vulnerable families, number of CPP children currently served, number of

eligible CPP children not being served, and findings from a comprehensive Colorado Early Childhood Needs Assessment published in late 2011. The State also invited local communities to provide data regarding their needs. Specific outreach methods and the process for selecting grantees is described in Section (D)(3). There are no federally-designated Promise Zones in Colorado.

The tables below identify the Subgrantees with whom the State will contract to carry out its State Plan and describe the needs of the High Need Communities in which the Subgrantees will serve Eligible Children in High Quality Preschool Programs.

Table (D)(1)-1. High-Need Communities to be Served by Subgrantees

Subgrantee	Subgrantee Type	High-Need Community (County)	Geographic Diversity/Setting
South Central			
Huerfano School District	LEA	Huerfano County	Rural
Las Animas School District	LEA	Bent County	Rural
Alamosa Schools	LEA	Alamosa County	Rural
Center Consolidated School District	LEA	Rio Grande and Saguache counties	Rural
South Conejos School District	LEA	Conejos County	Rural
Canon City Schools	LEA	Fremont County	Urban
Fountain Ft. Carson Public Schools	LEA	El Paso County	Rural/Military
Southwest			
Southern Ute Head Start	Head Start	La Plata County	Tribal
Bright Futures Early Childhood Council	Private nonprofit	San Miguel, Delta, Montrose counties	Rural
Gunnison Watershed			

Subgrantee	Subgrantee Type	High-Need Community (County)	Geographic Diversity/Setting
School District	LEA	Gunnison County	Rural
Montelores Early Childhood Council	Private nonprofit	Montezuma and Dolores counties	Rural, Tribal
North Central			
Brush School District	LEA	Morgan County	Rural
Thompson Valley School District	LEA	Larimer County	Suburban
Boulder Valley School District	LEA	Boulder	Urban
Northwest			
Eagle County School District	LEA	Eagle County	Rural
Grand Beginnings Early Childhood Center	Private nonprofit	Grand and Summit Counties	Rural
Moffat County School District	LEA	Moffat County	Rural
Family Development Center of Steamboat Springs	Private nonprofit	Routt County	Rural
Northwest BOCES	LEA	Routt County	Rural
Metropolitan Denver			
Mile High Montessori	Head Start grantee	City and County of Denver and Adams County	Urban
Clayton Early Learning	Private	City and County of Denver	Urban

Subgrantee	Subgrantee Type	High-Need Community (County)	Geographic Diversity/Setting
	nonprofit		
Catholic Charities	Private nonprofit	City and County of Denver	Urban
Denver Public Schools	LEA	City and County of Denver	Urban
Ability Connections	Head Start grantee	Arapahoe County	Urban
Adams 14 School District	LEA	Adams County	Suburban
Mapleton School District	LEA	Adams County	Urban
Sewall Child Development Center	Private nonprofit	City and County of Denver	Urban
REACH	LEA	City and County of Denver	Urban
Englewood School District	LEA	Arapahoe County	Suburban

Table (D)(1)-2. Needs Data for High-Need Communities to Be Served

High Need Community	Children Qualifying for Free and Reduced Price Meals (2013)	Number of Children Under 5 Years of Age (2012)	Births to Women with Less than 12 Years Education (2012)	Children Under 18 in Poverty (2012)	ELL Learners (2013)	Percent 3 & 4-Year-Old Children Attending Preschool (2008-2012)
COLORADO	41.9%	337,626	14.5%	18.1%	14.5%	49.0%
South Central						
Huerfano	73.1%	277	21.2%	40.7%	1.1%	46.2%
Bent	66.4%	212	14.3%	35.6%	3.4%	43.8%
Las Animas	49.3%	770	25.2%	27.8%	2.8%	60.8%
Alamosa	71.2%	1,178	15.2%	32.6%	14.0%	41.4%
Rio Grande	61.0%	736	22.8%	32.6%	10.7%	49.7%
Saguache	83.4%	415	25.85	47.1%	23.3%	49.2%
Concejos	60.9%	616	12.9%	34.5%	1.9%	36.4%
Fremont	54.3%	1,993	13.6%	26.4%	1.1%	44.4%
El Paso	37.5%	45,936	10.2%	18.2%	6.4%	41.6%
Southwest						
Dolores	43.7%	115	22.7%	14.7%	0%	37.9%
La Plata	32.2%	2,859	8.9%	15.2%	3.4%	52.1%
San Miguel	33.3%	426	11.4%	17.1%	9.5%	52.3%
Gunnison	26.6%	788	10.9%	18.9%	9.0%	83.9%
Montrose	54.0%	2,388	21.9%	25.0%	15.8%	53.2%
Delta	50.8%	1,681	20.1%	23.5%	7.6%	38.9%
Montezuma	55.8%	1,542	21.8%	31.5%	4.7%	42.0%
North Central						
Morgan	60.4%	2,245	30.0%	20.0%	22.8%	56.1%

High Need Community	Children Qualifying for Free and Reduced Price Meals (2013)	Number of Children Under 5 Years of Age (2012)	Births to Women with Less than 12 Years Education (2012)	Children Under 18 in Poverty (2012)	ELL Learners (2013)	Percent 3 & 4-Year-Old Children Attending Preschool (2008-2012)
Larimer	32.0%	17,613	9.5%	13.4%	6.0%	54.5%
Boulder	27.4%	15,826	10.8%	13.0%	12.1%	63.0%
Northwest						
Eagle	42.4%	3,599	19.7%	14.3%	34.6%	48.3%
Grand	33.2%	658	13.1%	15.2%	9.1%	31.8%
Summit	37.4%	1,505	15.4%	12.7%	25.8%	47.4%
Moffat	43.4%	919	21.1%	17.0%	9.5%	56.6%
Routt	22.3%	1,189	6.3%	11.1%	7.0%	67.2%
Metro						
Adams	48.9%	36,801	22.3%	21.7%	22.5%	39.3%
Arapahoe	41.6%	40,154	14.7%	15.7%	20.0%	48.4%
Denver	72.0%	46,360	19.7%	29.1%	36.4%	50.3%

Data Source: *2014 KIDS COUNT in Colorado!* Colorado Children's Campaign (2014)

(D)(2) How each High-Need Community is currently underserved

Table D(2) shows for each High Need Community identified in this State Plan, the number and percentage of 4-year-olds in CPP and other publicly-funded preschool programs as well as other need data. Note that where high percentages of Eligible Children are already served, the plan is to provide Improvement Slots.

High-Need Communities (by County)	Number of 4-Year-Olds in CPP and other Publicly Funded Preschool Programs (2013-14)	Percentage of High-Poverty 4-Year-Olds in CPP and Other Publicly Funded Preschool Programs	Other Relevant Information
Metro	#	%	
Adams	(b)(4)		One of the subgrantees, Mile High Montessori, is a Head Start delegate agency.
Arapahoe			One of the subgrantees, Ability Connections, has a waitlist of 750, which is on par with the waitlist of 671 in Aurora Public Schools. 68% of children in Aurora Public Schools are eligible for free or reduced price meals.
Denver			Denver County will be affected by at least four subgrantees who are proposing a mix of new and improvement slots (majority improvement).
North Central			
Boulder			
Larimer			Plan is for improvement slots only.
Morgan			
Northwest			
Eagle			Subgrantee intends to serve small impoverished communities of Red Cliff, Dotsero and Minturn. FaRM rate = 42.5%. These communities struggle economically and there are no preschool programs available. County has very high cost of living (ski resort area including Vail and Beaver Creek). Median home value = \$530,900 vs. state median = \$236,600.
Grand			Subgrantee (Grand Beginnings) will also serve Summit County. High cost of living (ski resort towns include Winter Park and

	(b)(4)	nearby Breckenridge and Keystone).
Moffat		School district plan is for improvement slots only, including serving more children full-day. Limited number of providers in the community. District reports that they have seen a very recent increase in number of low-income families since 2013-14.
Routt		Majority will be improvement slots. High cost of living (bedroom community for ski resort Steamboat Springs).
Summit		Subgrantee (Grand Beginnings) will also serve Grand County. High cost of living (ski resort towns of Breckenridge and Keystone and nearby Winter Park). One of the highest costs of child care in the state.
South Central		
Alamosa		Plan is for improvement slots only, including full-day service for some eligible children with disabilities.
Bent		High poverty rate (~61% of children under age 6 at 185% FPL or lower). Plan is for improvement slots only, in order to move children from half-day to full-day.
Conejos		Conejos County is one of the poorest counties in Colorado. Median household income = \$34,000 vs. state median = \$58,200.
El Paso		Fountain-Ft. Carson school district has grown significantly. In 2008, there were 6,835 students enrolled, including 254 students in full-day kindergarten, and 9 Early Intervention classrooms. In 2013, it swelled to 8,089 students, 870 students in a full-day kindergarten, and 13 EI classrooms. Last year, FaRM rate = 48% and 210 families were homeless.
Fremont		61% of children ages 0-6 have incomes at or below 200% poverty level. Teen parent birth date = 38.6%, compared to state average = 24.3 %. Births to single women = 38.1 %, state average = 23.4%. Out of home placement rate = 21.6 %, state average = 7.8%. Children eligible for free

	(b)(4)	or reduced price meals = 53% in Canon City.
Huerfano		High poverty rate (FaRM rate = 80%). Plan is for improvement slots only.
Rio Grande		Children in poverty = ~40%. FaRM rate at the school >90%. Children often experience multiple transitions in a typical day. Most parents work long hours in potato packaging warehouses. Subgrantee (Center school district) covers parts of Rio Grand and Saguache counties.
Saguache		Subgrantee (Center school district) is a school district that spans multiple counties. See notes from Rio Grande county above.
Southwest		
Delta		Combined with Montrose, preschool wait list is over 100 children. Subgrantee (Bright Futures) will also be serving Montrose and San Miguel counties.
Gunnison		Plan is for improvement slots only. FaRM rate = 26%. Started a full day classroom this year but discovered that families of CPP-funded children generally couldn't afford tuition for the afternoon portion of the day.
La Plata		Plan is for improvement slots only, in order to serve children full-day.
Montezuma		Main school in this region has been a "turnaround" school for four straight years. High poverty rate as targeted program is a Head Start.
Montrose		Combined with Delta, preschool wait list is over 100 children. Subgrantee (Bright Futures) will also be serving Delta and San Miguel counties.
San Miguel		Plan is for improvement slots only, majority for serving children full-day. High cost of living (ski resort town Telluride). Child care costs in Telluride are among the highest in the state. Norwood is a turnaround school.

(D)(3) Outreach to potential Subgrantees and the process used to select Subgrantees

The State began communicating the potential for engagement in the Preschool Development Grant well before the grant was announced. CDE formed a grant advisory group and members began to conduct direct outreach to their various constituencies. The day the grant was announced, a webpage was added to the CDE Office of Early Learning and School Readiness website containing links to federal resources and placeholders for Colorado-specific information. The State employed a variety of outreach methods, including phone and web-based contacts with district early childhood and special education leaders, state preschool program coordinators, resource and referral offices, and Early Childhood Councils, and enlisting state and community level early childhood leaders and advocates to spread the word. Written information about the commitments and opportunities associated with this expansion effort were sent through multiple listservs and published in the statewide education weekly newsletter, The Scoop.

The State invited Early Learning Providers interested in receiving subgrants under this Preschool Development Grant plan to submit a high-level plan for serving additional Eligible Children in new and improved slots in High Quality Preschool Programs in High Need Communities. Plans were required to include specific needs data and a proposed budget and CPP regional staff was on hand to provide assistance where needed. CPP regional staff conducted outreach to the local communities they support, responding to emails and phone calls to answer questions and support the submission of ambitious plans anchored in the specific needs of individual High Need Communities. For example, when one Early Learning Provider indicated a need to invest in curriculum, state staff helped analyze whether a potential curriculum had a sufficient evidence base. At the request of applicants, CDE staff provided feedback on preliminary proposals.

Despite an accelerated development process, we believe the applicants' preparation of local proposals was a valuable exercise in thinking through capacity, needs, potential partnerships and improvement strategies not only for purposes of this grant plan, but also for long range community planning. State staff reviewed and rated final applications using grant criteria and state priorities (family engagement, dual language learners, transition and inclusion) as a guide. As the final step in the process, the State asked the selected Subgrantees to submit Letters of Commitment to accompany this Preschool Development Grant plan.

The State will continue to work directly with Subgrantees as they refine and implement their work scopes. Ongoing site visits and technical assistance visits and calls will be accomplished through the support of two FTE staff members as well as the existing CPP and Results Matter regional support teams. Regional round tables and local learning communities will be implemented to facilitate communication and learning. Ongoing CPP professional development opportunities will be extended to program participants. Capacity building will start with local leadership as they attend the principal academies and begin working with the NAESP standards of early childhood education learning communities.

(D)(4) How the State will subgrant at least 95 percent of its Federal grant to Subgrantees

(D)(4)(a) Set ambitious and achievable annual targets

CDE has identified 29 Subgrantees in 26 counties representing all seven of Colorado's Congressional Districts. The Subgrantees have committed to the following ambitious targets for creation of New Slots and work on Improved Slots as follows:

New 2015	Improved 2015	New 2016	Improved 2016	New 2017	Improved 2017	New 2018	Improved 2018
623	678	717	782	832	962	927	1033

These figures represent the sum of targets set by each Subgrantee in order to meet the unique needs of their High-Need Communities. These targets are particularly ambitious given the two very large CPP expansions recently. Subgrantees are committed to providing High Quality Preschool Programming for children who otherwise would go without. A strong feature of most local plans is targeting Improvement Slots to provide full-day preschool for Eligible Children with disabilities. This particular need was strongly voiced at every focus group and input session sponsored during the grant development period.

CDE and Subgrantees have committed to achieving these targets and accomplishing all of the outcomes and activities detailed in the State Plan. These will be achieved through strong state and local leadership, large scale state level systems development made possible through the RTT-ELC, a well-developed monitoring and support plan paired with the existing CPP infrastructure. Moreover, CPP strategic infrastructure development activities will serve to

influence policy and planning to keep the program on track for achieving the highest quality possible.

(D)(4)(b) Incorporate in the State plan.

(D)(4)(b)(i) Ambitious expansion of the number of new slots in State Preschool Programs.

(D)(4)(b)(ii) Ambitious improvement of existing State Preschool Program slots.

The following table notes the individual Subgrantee commitments over the four-year grant plan:

Subgrantee	New 2015	Imp 2015	New 2016	Imp 2016	New 2017	Imp 2017	New 2018	Imp 2018
Ability Connections	96	..	96	..	96	..	96	..
Adams 14 School District	..	48	..	80	..	160	..	160
Alamosa Schools	..	60	..	60	..	60	..	60
Boulder Valley Schools	33	15	33	15	33	15	33	15
Bright Futures	48	8	63	8	78	8	93	8
Brush School District	8	..	16	..	16	..	16	..
Canon City Schools	..	60	..	62	..	64	..	65
Catholic Charities	8	18	8	24	8	32	8	38
Center School District	16	15	32	30	48	30	48	30
Clayton Early Learning	32	48	32	48	32	48	32	48

Denver Public Schools	150	..	150	..	150	..	150	..
Eagle County Schools	20	35	35	50	35	50	35	50
Englewood Schools	.	119	.	119	..	119	.	119
Family Development Ctr	25	20	25	20	25	20	25	20
Fountain Ft Carson Schools	64	.	96	.	128	.	160	
Grand Beginnings	14	6	14	6	18	6	18	6
Gunnison Schools	..	12	..	14	..	16	..	16
Huerfano School District		45	.	45	.	45	.	45
Las Animas Schools	.	32	.	48	..	48	.	48
Mapleton School District	15	17	23	25	71	41	119	57
Mile High Montessori	16	.	16	.	16	32	16	80
Moffat County Schools	.	48	.	48	..	48	.	48
Montelores ECC	32	16	32	16	32	16	32	16
Northwest BOCES		20	.	20	.	20	.	20
REACH	15	.	15		15	..	15	.

Sewall Child Development	15	..	15	..	15	..	15	..
South Conejos Schools	16	8	16	8	16	8	16	8
Southern Ute Head Start	..	12	..	12	..	12	..	12
Thompson Valley Schools	..	16	..	24	..	64	..	64

Ambitious and achievable plans for expansion of new slots and improvement of existing slots were developed by each Subgrantee based on their community needs. These plans are supported by Letters of Commitment submitted by Subgrantees (please refer to Attachment 14) and are summarized in Attachment 15.

As noted, upon notice of grant award we will use the submitted proposals as the basis for detailed Scopes of Work associated with a formal Memorandum of Understanding to be entered with each Subgrantee. The State has already begun the process of analyzing the technical assistance and training needs individual Subgrantees and groups of Subgrantees may need to carry out their expansion plans successfully and effectively. The Scopes of Work will also detail State roles and responsibilities under this Plan.

(D)(5) How the State, in coordination with each Subgrantee, plans to sustain High-Quality Preschool Programs after the grant period ends

A key strategy for sustainability is coordinated advocacy for national, state and local investments in high quality learning and development programs for Eligible Children. This includes advocacy for expanded full-day opportunities for Eligible Children who are four years old and kindergarten-bound including children with disabilities.

Colorado's philanthropic community and advocacy community are committed to pursuing continued expansion of CPP and the successful implementation of the State's RTT-ELC plan. They are also committed to building public support for these investments through public information campaigns and informational events such as lecture series, principal

academies and reports to elected officials and the public that document the positive outcomes associated with children enrolled in the Colorado Preschool Program.

The State will also provide technical assistance to Subgrantees in identifying and pursuing supplemental funding opportunities, engaging the business community, taking advantage of future CPP expansion opportunities, building physical capacity, and leveraging existing resources.

Summary High-Quality Plan for D(1)-(5)

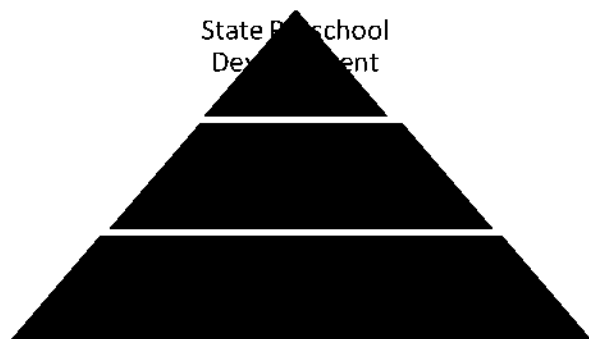
ID	Section	Activity Description	Start	Duration (Months)	Finish	Lead Role
1.	(D)(4)	Use the Preschool Development Grant proposals submitted by Subgrantees as a basis for developing specific Scopes of Work for the grant term for each Subgrantee.	1/2015	1.	2/2015	CPP Regional Support Staff
2.	(D)(4)	Finalize MOUs including specific Scopes of Work with Subgrantees within 90 days of notice of award	1/2015	3.	3/2015	CPP Regional Support Staff
3.	(D)(4)	Subgrant at least 95% of the Federal grant to Subgrantees over the grant term	3/2015	Ongoing	Ongoing	CPP Director
4.	(D)(4)	Implement the Scopes of Work (Item 1) to serve additional Eligible Children in High Quality Preschool Programs in High Need Communities	3/2015	Ongoing	12/2018	Subgrantees with Grant Staff Support
5.	(D)(4)	Monitor the Subgrantees'	4/2015	Ongoing	12/2018	Project

		progress in implementing their plans to meet annual targets for the number and percentage of additional Eligible Children to be Served.				Staff
6	(D)(4)	Provide assistance and supports to ensure Subgrantees' capacity to serve Eligible Children in High Quality Preschool Programs and to comply with CPP requirements, the MOUs, and Preschool Development Grant Program Requirements. (Refer to Section E).	3/2015	Ongoing	12/2018	Grant Staff CPP Regional Staff
7	(D)(4)	Support Subgrantees in exploring and formalizing strategies to sustain High Quality Preschool Programs.	1/2015	Ongoing	12/2015	Grant Staff

E. COLLABORATING WITH EACH SUBGRANTEE AND ENSURING STRONG PARTNERSHIPS

(E)(1) The roles and responsibilities of the State and Subgrantees in implementing the Plan

Both the State and the Subgrantees will leverage an increasingly coherent and robust Early Childhood system infrastructure in carrying out their respective responsibilities under this Preschool Development Grant Plan. Sections B and C of this application detail the various state early childhood system



components that promote and ensure quality in the Colorado Preschool Program and other early childhood settings that serve Eligible Children; the Results Matter early childhood assessment system; Colorado Shines TQRIS; enhancements to the workforce development system; efforts to establish a seamless birth to age eight continuum—all anchored in the Colorado Early Learning and Development Guidelines. The State and the Subgrantees will also leverage Early Childhood Councils and the existing CPP infrastructure to carry out their roles under this Plan. We do not repeat the descriptions of these components here; rather we underscore that they serve as the foundation on which this State Plan is built, and enable its ambitious scope.

The Letters of Commitment from Subgrantees (please refer to Attachment 14) affirm their understanding of the responsibilities associated with participation in Colorado's Preschool Development Grant Plan. Each Subgrantee submitted a proposal for delivering new and/or improvement slots in High Quality Preschool Programs to Eligible Children in High Need Communities over the course of the grant term. Within 90 days of notice of award, these plans will be translated into detailed individual Scopes of Work that will be incorporated into a Memorandum of Understanding (MOU) entered between the Colorado Department of Education and each Subgrantee.

The CDE will monitor the Subgrantees' progress in meeting their roles and responsibilities as defined in these Scopes of Work on a regular basis, attempting to identify potential barriers to effective implementation early and brokering or providing technical assistance or other supports to help Subgrantees overcome these barriers. Consistent with the overall model of this State Plan, these supports will encourage community-based collaboration to implement and sustain High Quality Preschool Programs in High-Need Communities.

(E)(2) How High-Quality Preschool Programs will be implemented

Through grant resources and existing infrastructure, the CDE will provide principal academies to build early childhood leadership capacity, ongoing professional development for teachers and assistants, scholarships incentives for teachers pursuing a bachelor's degree, resources for family engagement and activity resources home/school learning extensions. Subgrantee sites will be expected to follow minimum requirements of CDHS site licensing, CPP statutory requirements and Results Matter assessment as well as specific grant requirements. Subgrantee sites will use TQRIS as the roadmap for continuous quality improvement throughout

the grant period. The CDE developed a draft vision statement and goals for the Colorado Preschool Program (please refer to Attachment 16) to inform the development of this State Plan and to provide a starting point for a strategic planning process designed to elevate the CPP to exemplary status and align it with ongoing early childhood systems development efforts. From this body of work, four priority areas were identified for targeted monitoring, technical assistance and professional development activities. These four areas are part of TQRIS, but will be particularly emphasized across all grant activities:

1. Family engagement
2. Supporting dual language learners
3. Effective transitions
4. High quality inclusion

The Subgrantee proposal descriptors in Section (D)(4) serve as the nucleus of the State's plan to implement High-Quality Preschool Programs. As CDE reviewed Subgrantee proposals, staff gave major consideration to the readiness of Subgrantees to meet the requirements of the Preschool Development Grant program in terms of existing capacity and infrastructure. At the same time, the ambitious scope of the Subgrantees' commitments requires the State to provide substantial technical assistance to ensure Subgrantees are able to meet their obligations under this grant. The forms and nature of that technical assistance are described in the following subsections of this application.

(E)(3) How the State will ensure that each Subgrantee minimizes local administrative costs.

The CPP program requires local school districts to limit overhead charged against CPP to 5% of their total allocation. This can include small amounts of upper level administrative salaries. Program funds may be used to pay teachers and local coordinators and do not count against the 5%. Other allowable costs are transportation, food programs, supplies, equipment, curriculum and assessment expenses. These same expectations will apply to Subgrantees.

Upon notice of grant award, CDE will host a comprehensive orientation session for Subgrantees. The State will provide clear direction grant requirements and monitoring, including financial practices and limits on local administrative costs. Throughout the planning year and extended throughout the grant term, CDE will assist individual grantees to refine plans and strategies, problem solve barriers to implementation, and manage fiscal resources within federal

requirements. Specifically, CDE will support Subgrantees in coordinating grant-funded activities with their existing local preschool program structure to assure compatibility and alignment; set the stage for incorporating the improved slots into the state system at the end of the grant period; and leverage the grant activities to influence quality across the system.

(E)(4) How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs.

The figure below shows the levels of monitoring the State will offer Subgrantees and Early Learning Providers to support their successful and effective implementation of plans to serve additional Eligible Children in High Quality Preschool Programs throughout the grant term. The first level includes the strict expectations for adhering to state and federal requirements and the terms of the Subgrantee plan. The remaining layers are directly linked to the four priority practices identified as targets by the State and the extent to which preschool programs are adhering to known best practices in these areas. They also show integration of the elements of the TQRIS system, Colorado Shines. CDE will use this model to ensure that compliance monitoring is completed and that professional development and technical assistance are driven by higher level monitoring strategies and tools that lead to performance excellence. ...

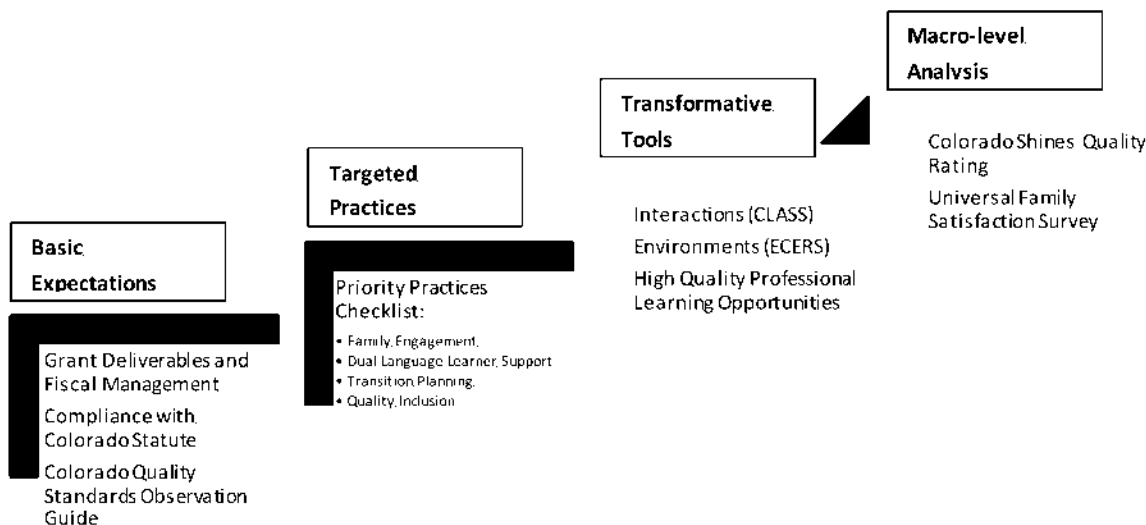


Table (E)(4) details how the monitoring tools and activities to be developed by CDE will assure the effective implementation of this State Preschool Development Grant Plan and drive quality improvements in the Colorado Preschool Program as a whole.

Table (E)(4) Detail of Monitoring Activities Focus and Impact

Preschool Development Grant Subgrantees and Early Learning Providers	Application to Colorado Preschool Program for Whole Program Improvement
Basic Expectations	
<ul style="list-style-type: none"> • Focus on elements of Subgrantee plan including characteristics of High Quality Preschools defined in the grant • Required grant reporting • Fiscal management • Alignment to state statute including CPP statute and licensing • Use of Colorado Quality Standards checklist for iPad to look at basic elements of quality 	<ul style="list-style-type: none"> • Focus on elements of CPP annual plan • Required state reporting • Fiscal management • Alignment to state statute including CPP statute and licensing • Explore the status of existing preschool program in context of Use of Colorado Quality Standards checklist for iPad to look at basic elements of quality
Targeted Improvements	
<ul style="list-style-type: none"> • Focus on priorities for improvement identified by local and state level stakeholders • Develop a Priority Practices Checklist adapting content from the Head Start Program Preparedness Checklist, the NAEYC Preschool and Kindergarten Inclusion Readiness Checklist, NAEYC Family Engagement checklist and other evidence based resources • Use checklist to monitor local plans and 	<ul style="list-style-type: none"> • Introduce Priority Practices Checklist into ongoing CPP monitoring activities • Use the checklist to drive local monitoring “deeper dive” on practices, connecting to Quality Standards and TQRIS • Develop toolkit to support strong practices in priority areas • Use results to drive technical assistance and professional development

Preschool Development Grant Subgrantees and Early Learning Providers	Application to Colorado Preschool Program for Whole Program Improvement
practices <ul style="list-style-type: none"> • Use results to drive technical assistance and professional development 	
Transformative Tools	
<ul style="list-style-type: none"> • Complete ECERS and CLASS with all classrooms and staff serving eligible children • Use ECERS and CLASS results to inform technical assistance and professional development • Use ECERS and CLASS results to drive program improvement • Use ECERS and CLASS results as a catalyst for learning community discussions 	<ul style="list-style-type: none"> • Assure that school district principals and superintendents learn about elements of quality targeted by TQRIS and how districts will be participating and supported • Assure that school district principals in learning how to integrate ECERS and CLASS into educator effectiveness work • Assure that local CPP coordinators support use of ECERS and CLASS in community partner programs
Macro-Level Analysis	
<ul style="list-style-type: none"> • Require full participation in TQRIS • Expect a minimum of Level 4 • Use results to drive local whole program strategic improvement planning • Use results to inform grant evaluation 	<ul style="list-style-type: none"> • Use lessons learned, provider interviews, and other results of grant implementation to inform the TQRIS implementation, particularly in school district sites that are coming on board in Phase IV of TQRIS • Use results to drive local whole program strategic improvement planning • Use results to drive state strategic program and resource planning to support sustained high quality

Colorado Shines, Colorado's new TQRIS, will be the primary mechanism for monitoring overall program quality (refer to Section (C)(2)), with targeted activities illustrated above leading up to and supporting the ratings. All Subgrantees (and, as applicable, the Early Learning Providers through which they will serve Eligible Children funded by this grant) will participate in TQRIS no later than fall of 2015. Over the grant term, they will pursue higher levels of the TQRIS using the quality improvement mechanisms and professional development resources available through Colorado Shines. Our goal is that by the end of the grant term, all Early Learning Providers serving Eligible Children through this grant will have achieved a Level 4. Existing CPP program quality monitoring and improvement requirements will be adjusted relative to the TQRIS level each program has earned.

(E)(5) How the State and the Subgrantee will coordinate plans

Upon notice of grant award, CDE will host a comprehensive orientation session for Subgrantees. This orientation will equip Subgrantees with planning tools to build their capacity to provide High Quality Preschool Programs beginning in the fall of 2015. One such tool will be a Readiness Checklist that encompasses the program expectations and requirements reflected in this Preschool Development Grant Plan, the Program Standards for the Preschool Development Grants Program, and the requirements of the CPP program. Across the components in the Readiness Checklist, Subgrantees will be encouraged to work with and through Early Childhood Councils to ensure coordination of expertise and resources at the county-level.

All CPP programs, including the High Quality Preschool Programs funded under this grant are required to participate in Results Matter, the State's early childhood assessment system. All programs that serve children funded through CPP or preschool special education are required to complete their ongoing assessment in a secure online system. Aggregate results will be automatically folded into the State Longitudinal Data System. Workforce and leadership development is a primary focus of the State's Race to the Top Early Learning Challenge work. Subgrantees will be encouraged to leverage the increasingly robust early childhood workforce development system (credentials, scholarships, professional development opportunities) in addition to the Preschool Development Grant infrastructure development activities proposed in this Plan (e.g., development of alternative pathways, principal/director academy).

(E)(6) How the State and Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children

The expectations of the Preschool Development Grant Program, particularly related to teacher qualifications and full-day programming, are ambitious in light of the current structure of the CPP program. They cannot be met in the absence of the investment of significant new funds.

The State has carefully reviewed the plans and budgets submitted by Subgrantees to ensure that their proposed activities will not supplant existing funding. The majority of the Subgrantees are School Districts or Head Start Programs with experience coordinating and tracking the various funding streams that support children in the Colorado Preschool Program including Title I, Part C and section 619 of Part B of IDEA, etc. The State will reinforce this requirement in the Subgrantee orientation, in the Readiness Checklist, in budget documents and reviews and in monitoring visits (refer to Section (E)(4)).

(E)(7) How the Subgrantee will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings

Colorado's model of serving preschool children is a mixed delivery system. The great majority of classrooms in publicly-funded sites include children eligible for CPP, children eligible for special education and tuition-paying children. CDE emphasized the benefit of economically diverse, inclusive settings to all children in communicating with applicants about this grant program. This expectation was emphasized in information about the PEG opportunity provided to potential Subgrantees. The way this expectation is addressed in specific communities may vary, consistent with an approach that gives local High-Need Communities the flexibility to structure programs to meet local needs and implementation contexts.

(E)(8) How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports

- Existing CPP regional support specialists monitor and support both at the program level and at the classroom level. Through use of forms stored and completed on iPads, staff are able to provide observational assessment of classrooms based on the Quality Standards

- Eight subgrantees will add new slots, ten will target improvement slots and eleven will target both new and improvement slots.
- Services and supports are identified by each Subgrantee based on the individual needs in of their community. Examples include plans to bolster child mental health services, targeting needs of tribal communities, etc.
- Capitalizing on robust child and family resource system including resource and referral agencies, PEAK universal application platform, early childhood councils and county agency supports.
- Individualized learning plans will be developed for each Eligible Child in accordance with requirements of the state preschool program. These plans are developed in partnership with families, building on their knowledge of their child's unique needs and review of individual assessment results.
- Expanding full-day programming for Eligible Children who have disabilities; coordination with Individual Education Plans; targeting monitoring, training and technical assistance to high quality inclusion and transition practices.
- Targeted monitoring, training and technical assistance to improve supports for dual-language learners
- High level of family engagement as well as supplemental services to help families meet the needs of their children

(E)(9) How the State will ensure outreach to enroll isolated or hard-to-reach families, help families build protective factors; and engage parents and families.

Outreach. The Memorandum of Understanding entered between the State and each Subgrantee will require the Subgrantee to implement culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children. To support Subgrantees to this end, the State will:

- Connect Subgrantees with strategic outreach partners (e.g., Early Childhood Councils, Child Care Resource and Referral Network, local CPP Coordinators, Family, Friend and Neighbor Care Professionals, Family Resource Centers)

- Highlight effective accessibility strategies (e.g., use of technology and social media; delivery of information in multiple languages)
- Offer possible information paths to reach Eligible Families (e.g., public television and radio, job training centers, State Universal Application, libraries, laundromats, grocery stores, churches and faith community resources, shelters, and Dial 211 Child Care Information Line)

Resources Available to Subgrantees to Help Families Build Protective Factors:

- *Touchpoints.* Based on the work of renowned pediatrician, Dr. T. Berry Brazelton, the Brazelton Touchpoints Approach is a cross-disciplinary approach focused on supporting the development of children through relationships with those who care for them. The State's Expanding Quality in Infant and Toddler Care (EQ) Initiative offers training to EQ Instructors and Early Childhood Council Coordinators to strengthen their skills in establishing healthy positive relationships with parents and providers in their communities. Additionally, the EQ Initiative supports communities in developing their own Touchpoints Training teams.
- *The Incredible Years.* The Incredible Years® is a series of interlocking, evidence-based programs for parents, children, and teachers, supported by over 30 years of research. The goal is to prevent and treat young children's behavior problems and promote their social, emotional, and academic competence.
- *Colorado Early Learning and Development Guidelines.* Using RTT-ELC resources, the ELDG roll-out includes targeted resources for families in learning about and using the Guidelines.
- *Pyramid Model.* The Pyramid Model for Promoting the Social and Emotional Development of Infants and Young Children is being used in numerous Subgrantee communities. A tiered approach, developed by the Center on the Social Emotional Foundations of Early Learning (CSEFEL), includes extensive, user-friendly training materials, videos, and print resources. We use the Pyramid Model as a framework for improving supports to children with, or at risk for, delays or disabilities.

- *Others.* Other resources and initiatives include services for families eligible for Part C; Parents as Teachers programs, Parents Encouraging Parents, Early Head Start/Head Start, Bright Beginnings and Help Me Grow resources.

Engaging Parents and Families. CPP programs must have a written plan for parent involvement and are encouraged to use written parent agreements. Parent Engagement is a primary focus of systems development efforts in RTT-ELC, will be addressed in the CPP Expansion Readiness Checklist and is a targeted practice for grant monitoring.

As early childhood programs plan their work with families, they often start with a basic level of making sure families are *informed* about the program and about how their children are progressing. They share information about the program's philosophy, policies and routines. They talk with families at arrival and departure time, share child progress information at family conferences and send home class newsletters. The next level is *involvement*, which happens through an open-door policy and inviting family members to volunteer for classroom projects and attend special events. Teachers may send home activities that are related to classroom study topics so that families can work with their children to strengthen the learning experience. Family *engagement* takes family involvement to a whole new level where families are seen as partners in the program. Families contribute observations and work samples to their child's assessment portfolio and are active contributors in deciding what individual learning goals to focus on. They suggest program projects of interest to them and volunteer to take the lead. They may join or even play a lead role on the local CPP advisory council. Families share their ideas about how to strengthen the quality of the program and address unmet needs of the classroom community. The CPP has prioritized family engagement for technical assistance and professional development.

(E)(10) How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers.

The expectations for existing CPP sites will extend to the Subgrantees and Early Learning Programs serving Eligible Children. Colorado's early childhood community is highly collaborative with a long history of working together at the local level to leverage resources and coordinate services in order to meet the needs of children and families. The thirty-one Early Childhood Councils have played a powerful role in fostering a systems approach that regularly

brings stakeholders together with a single overarching goal of increasing capacity and quality of early childhood programs. The state preschool program is locally administered by school districts with statutory requirements for collaborating with Head Start and other community providers. Evidence of this local collaboration must be provided in the CPP annual report and the State is authorized to give funding preference to school districts demonstrating this requirement.

(E)(10)(a) To carry out activities that provide children and their families with successful transitions from preschool into kindergarten

The Colorado Quality Standards address best practices for planning smooth and effective transitions between programs. The Standards provide that planning begin six to nine months before the transition is to occur and that a written plan be developed between the family and the early childhood program team. One of the priority goals of this grant plan is to hone transition practices utilized in the CPP. The Priority Practices Toolkit and Checklist will be used to explore the strengths and needs of Subgrantee sites relative to preferred transition practices and customized supports provided accordingly. The online Individual Learning Planning includes a field for documenting transition considerations when meeting with families. CDEs Section 619 team, in collaboration with Part C Early Intervention Colorado, has developed and disseminated two online self-paced learning modules on the topic of transition. One module is an introduction to the topic of transition, the other module focuses on the importance of child and family preparation for, and adjustment to, a new setting. Each module is approximately an hour in length and continuing education credit is provided to those who complete either module. The learning modules are promoted on state websites to families, early intervention personnel, preschool general and special education personnel, and kindergarten personnel. They were developed using case studies of children with disabilities, though the practices apply more broadly and can be used to support improved practices in Subgrantee sites.

(b) Ensuring Subgrantees coordinate and collaborate with LEAs or other Early Learning Providers, in—

(i) Providing opportunities for early educators to participate in professional development

Individual Subgrantees have developed needs-based professional development plans and are expected to extend these opportunities across sectors to the greater early childhood community. CDE staff will review and help assess needs and strengths of professional development plans at

the local level and assist the Subgrantee in coordinating grant supported efforts with other professional development opportunities being offered in the region. Ongoing CPP professional development offerings on assessment, mathematics learning and early literacy will also be made available to participating programs. All participating staff members will be guided to the credentialing system and the new professional development information system as a means of documenting and planning next steps in personal professional development as well as preparing for TQRIS.

(ii) Providing family engagement, support, nutrition, and other Comprehensive Services

CDE will use the Priority Practices Checklist to guide implementation of high quality family engagement opportunities and to coordinate offerings within the local community. Providing access to Comprehensive Services is a requirement of the state preschool program and this requirement will be extended to grant funded programs.

(iii) Supporting full inclusion of Eligible Children

In accordance with IDEA, children with disabilities ages 3 through 21 are entitled to a free appropriate public education in the least restrictive environment. The State, Subgrantees and programs authorized by Section 619 of the IDEA will collaborate to establish policies and procedures to ensure the recruitment, enrollment and identification of Eligible Children with Disabilities in to the High-Quality Preschool Program and ensure that Eligible Children with Disabilities are being served in the least restrictive environment. These policies will ensure that the percentage of Eligible Children served by the High Quality Preschool programs is not less than the percentage of four-year old children served statewide through Part B, section 619 of IDEA, or the current national average, whichever is greater. Colorado has a strong record of inclusion. In FFY 2011, (b)(4)% of preschoolers with disabilities were served in regular early childhood education settings. Colorado was one of three states within the 80% to 90% range on this indicator. Four states performed at the 90% to 100% range.

(iv) Supporting the inclusion of children who may be in need of additional supports

The State will assure that Subgrantees coordinate and collaborate with LEAs and/or other early learning providers in an effort to support the inclusion of children who may be in need of additional supports. This important aspect of providing service to young children and families will be accomplished in a variety of ways. The State will encourage collaborative relationships

between agencies in order to maximize available resources and to create to the greatest extent possible a streamlined process for families to access services needed. Subgrantees will demonstrate their collaborative efforts with partner agencies through progress reporting on goals. Subgrantees will document their individualization of providing additional and specialized supports for children and families through examples such as utilizing English language learning programs, food banks, family literacy programs, individual learning/readiness plans for children, and referrals to health and mental health services. The State will also individualize the assistance to Subgrantees so that those at a more foundational level will gain essential knowledge of resources available and potential partners that may be identified as the projects evolve over time. For more established organizations, assistance will be focused on creative ways to delve more in depth to provide services efficiently with partners. Regional meetings and a statewide roundtable meeting will be held to bring agencies together for extensive discussion of High Quality Preschool program delivery carried out through collaboration of the Colorado early learning community.

(v) Ensuring that High-Quality Preschool Programs have age-appropriate facilities

In Colorado, CDHS licensure rules and the Colorado Quality Standards for Early Childhood Care and Education speak to age-appropriate facilities for preschool children. The Rules Regulating Child Care Centers provides specific guidance about the general building site as well as the building plans and construction, space requirements, outdoor area requirements, food preparation areas, and toilet facilities. Prior to construction, architectural plans for new buildings or for extensive remodeling of existing buildings must be submitted for review and approval by the department, the local fire department, and the local building department as to appropriateness, adequacy, and suitability for child care functions. In addition to building and site rules, child care equipment and materials, both for indoor and outdoor play, must be appropriate for children's ages, size, and activities.

The Colorado Quality Standards for Early Childhood Care and Education address physical environment, recognizing its effects on the behavior and development of the people, both children and adults, who live and work in it. The quality of the physical space and materials influences the level of involvement of the children and the quality of interaction between adults and children. A variety of developmentally and age-appropriate materials and equipment must be

available for children indoors and outdoors, and Quality Standards provide a list specifying how the materials should be kept and arranged. The Quality Standards also detail age-appropriate facilities for children with special needs.

(vi) Sharing data and other records consistent with Federal and State law;

As detailed in Section (C)(2)(b), the State's Longitudinal Data System provides a platform and processes for the State and Subgrantees to share data for sharing data and other records consistent with Federal and State law. Results Matter has developed a data security toolkit to help local programs assure that privacy is protected and families are informed and engaged. All assessment system users in Results Matter, including Subgrantee staff, must sign data privacy agreements and complete online FERPA training.

(vii) Utilizing community-based learning resources.

CDE early childhood and state library staff, local school district preschool advisory councils and regional Early Childhood Councils will assist Subgrantees in accessing community resources to support preschool learning and the goals of the grant. Public libraries, parks, recreation centers, museums, wildlife and nature preserves will be used to broaden children's experiences and leverage existing resources to enrich what the local preschool program can offer.

Summary High-Quality Plan for E(1)-(10)

ID	Section	Activity Description	Start	Duration (Months)	Finish	Lead Role
1.	(E)(1)- (2), (5)- (10)	Finalize MOUs with individualized Scopes of Work with each Subgrantee to formalize Subgrantee proposals to implement High Quality Preschool Programs and to articulate the roles and responsibilities of the State and Subgrantee to this end.	1/2015	3	3/2015	CPP, Director Grant Staff
2	(E)(4),	Develop a Project	3/2015	Month	4/2015	CPP and

	(6), (8)- (10)	Management Plan and timeline for implementing monitoring and technical assistance activities associated with this grant (tool development, schedules, initial implementation of monitoring practices, refinement of practices, application of tools/practices to CPP program)				Grant staff
3	(E)(3), (6)	Monitor Subgrantee compliance with financial requirements of this grant program	1/2015	Ongoing	Ongoing	CPP Director Grant Staff
4	(E)(5)	Development and implement orientation and readiness checklist for Subgrantees	3/2015	2	5/2015	Grant Staff
5	(E)(6)	Develop a plan to monitor, discuss and community connections and coordination needs throughout the duration of the grant	8/2015	Ongoing	Ongoing	Grant Staff
6	(E)(9), (E)(10)	Implement use of the Priority Practices Toolkit and Checklist to improve family engagement and transition practices	9/2015	Ongoing	Ongoing	Grant Staff

F. ALIGNMENT WITHIN A BIRTH THROUGH THIRD GRADE CONTINUUM (20 points) _____

(F)(1) For birth through age-five programs

(a) Coordinating with other early education and care programs and child care family service providers supported through Federal, State and local resources to build a strong continuum of learning for children from birth through age five and their families that expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate; and

The Subgrantee Readiness Checklist and Orientation are designed to prepare partners for the grant activities and responsibilities as well as build their knowledge and skills in creating a seamless system that supports the unique needs of young children and their families.

Subgrantees will work closely with a variety of community programs including child care, Early Head Start and Head Start programs to assure that families are connected with needed resources, transition planning is enhanced and that families have choices for where their child participates in preschool programming. Families will be provided information about the Colorado Child Care Assistance Program, the Universal Application portal, toy and book lending libraries, home activity ideas and community resources that can support the medical, dental, nutritional and mental health needs of the entire family. Care will be taken to make use of technology and non-traditional communication strategies in order to reach families in isolated areas and connect them to services and supports.

... A crucial partner in helping CDE assure family engagement across the birth to eight continuum is the State Advisory Council for Parent Involvement in Education (SACPIE). SACPIE is a legislated council that advises education stakeholders about best practices for involving families in increasing student achievement. According to law, council members are diverse stakeholders including parents and statewide organization representatives, from preschool to higher education. Every member of SACPIE serves on a working committee, based on his or her area of expertise. Each committee has legislated responsibilities, a purpose, and an action plan. Committee members meet regularly to discuss the identified plan, share progress, and identify needed supports and resources. Through increased family partnerships, SACPIE envisions reduced dropout rates, reduced gaps in academic achievement and growth among

student groups and an increased number of students who continue into higher education following high school graduation or completion. This year, the committee's annual goals are largely focused on the early childhood level.

(b) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five; and

CPP policy requires that local programs coordinate early childhood services and programming so as to avoid duplication and leverage existing infrastructure to expand and increase accessibility to High-Quality Preschool. Care will be taken to engage local stakeholders in expansion planning decisions so that community needs are fully explored and unintended negative consequences are avoided.

(c) Sustaining a high level of parent and family engagement as children move from High-Quality Preschool Programs into the early elementary school years;

Improved coordination between preschool and kindergarten programming is a key element in Colorado's P3 planning. This includes working together to ensure smooth, well-planned transitions, more developmentally focused kindergarten classrooms as well as creating elementary school environments where families of young children feel welcomed and supported.

(d) Taking steps, or building upon the steps it has taken, to align, at a minimum—

(i) Child learning standards and expectations;

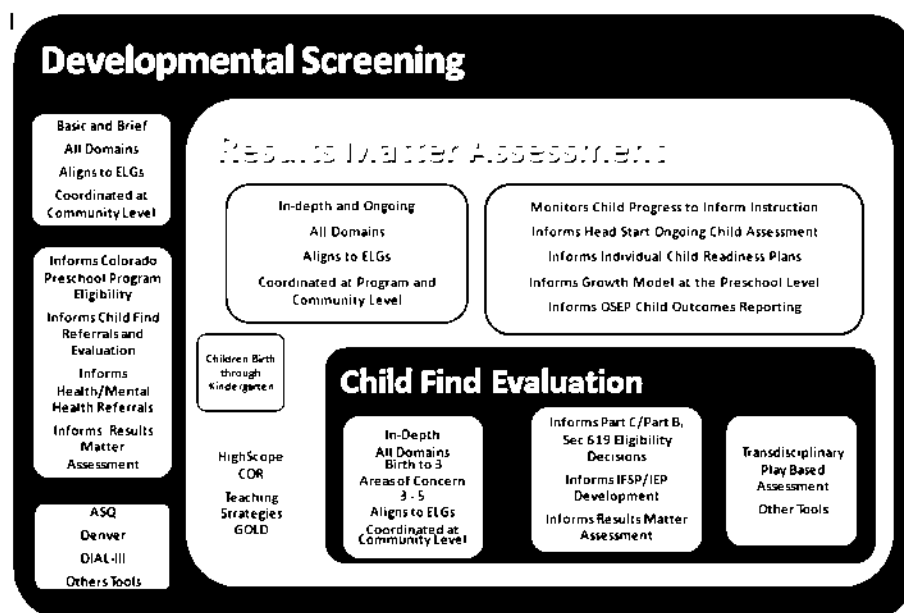
The Early Learning and Development Guidelines encompass ages birth through age eight and embed *The Head Start Child Development and Early Learning Framework*, as well as the P-12 Colorado Academic Standards.

(ii) Teacher preparation, credentials, and workforce competencies;

Colorado's Competencies for Early Childhood Educators and Administrators are aligned to the Early Learning and Development Guidelines (birth to age eight), with the new standards for educator effectiveness being developed under Senate Bill 10-191 for P-12 schools, and with the new Colorado Academic Standards, including the Common Core State Standards.

(iii) Comprehensive Early Learning Assessment Systems;

Many infant/toddler and preschool early care and education providers use the same assessment system because they are active participants in Results Matter. And, kindergarten teachers now participate in the same types of assessment practices. Assessment results can be used as a focal point for transition discussions and joint professional development and to stimulate dialogue between early care and education providers and public school teachers. This will allow the sharing of best practices in operating web-based technology, time management skills when performing observations for a large number of children, uploading information, and other instructional strategies to support learning and engaging families. Methods to incentivize collaboration will also be explored and encouraged. Alignment to the Early Learning and Development Guidelines and Colorado Academic Standards allow teachers and families to follow children's progress using common metrics. ...



A comprehensive assessment system has more layers than the progress monitoring provided through the Results Matter program. The figure above illustrates the relationship between developmental screening, progress monitoring and evaluation in the context of a broader system

of assessment in the birth to five year realm. Subgrantees will be expected to support and refer families to the appropriate part of system when needed.

(iv) Data systems

Please refer to Section (C)(2)(b).

(v) Family engagement strategies.

Family engagement is one of the four priority areas for monitoring, technical assistance and professional development. The CPP will be working toward elevating family engagement activities to go beyond classroom volunteering. The focus will be on meaningful engagement with the preschool assessment system as an assessment team member, leadership opportunities in policy development or capacity building for the community's preschool program and opportunities for families to learn how to use the Early Learning and Development Guidelines to monitor their child's development and embed learning opportunities in everyday routines, activities and places...

Summary High-Quality Plan for F(1)-(2)

ID	Section	Activity Description	Start	Duration (Months)	Finish	Lead Role
1	(F)(1)	Engage SACPIE in developing strategies for engaging families across the birth to eight continuum	7/2015	Ongoing	Ongoing	Grant Staff CDE Parent Engagement Director
2	(F)(1)	Orient preschool staff to credentialing system, PDIS and early childhood competencies	10/2015	2	12/2015	CDE PD Team
3	(F)(1)	Engage staff in authentic assessment and	8/2015	Ongoing	Ongoing	Results Matter Staff

		observation training				
4.	(F)(1)	Explore the coordination of developmental screening in each community; engage stakeholders in strategy groups for improving coordination across sectors	1/2016	12	12/2016	619/Child Find Team/Part C/CPP
5	(F)(2)	Engage preschool and kindergarten teachers in assessment and transition training	10/15	5	2/2016	CPP Team/Kinder Team
6	(F)(2)	Engage public school principals in academies aimed at early childhood education and P3 model of education	11/15	Ongoing	Ongoing	CPP Director/OELSR Director

G. BUDGET AND SUSTAINABILITY (10 points)

(G)(1) Use the funds from this grant and any matching contributions to serve the number of Eligible children described in its ambitious and achievable plan each year

Colorado's ambitious plan will serve 6,554 Eligible Children over the grant term. Rather than establishing a standard state-wide per child cost rate, the State invited Subgrantees to submit budgets associated with their proposed plans that reflect a range of distinctive capacities and needs. The State applied this approach to ensure that the subgrant amounts are reasonable and sufficient in the context of individual community-based plans. On average, the cost per child of the proposed Plan ((b)(4) per child) demonstrates a cost effective approach to implementing High Quality Preschool Programs. Each Subgrantee has developed a budget based on their plans for providing new and/or improved existing preschool slots. CPP staff have reviewed the

budgets and provided guidance on costing out activities as well as considering existing state and federal funds on which to build. Target activities include provisioning new classrooms, hiring qualified teachers and paying them on the K-12 pay scale, professional development opportunities, curriculum purchasing and training, scholarships for teachers to finish early childhood education college coursework and direct services for children such as mental health services.

Budget Narrative

- 1. Personnel:** Assumption of 2 FTE to carry out grant administration and regional support of Subgrantees.
- 2. Fringe:** Assumption of 2 FTE at full benefits calculated at 22% of base.
- 3. Travel:** Assumption of extensive long distance travel with some overnights for regional support in Four Corners area, northwest, south central, etc. for 1 FTE and moderate travel with few overnights for 1 FTE based more in the metro area.
- 4. Equipment:** Assumption of two office to equip with furniture.
- 5. Supplies:** Assumption of basic office consumables and copies x 2 FTE.
- 6. Contractual:** Assumption of independent contracts for needs assessment, strategic planner and evaluator plus meeting expenses for 13 principal academies and 8 regional roundtable events.
- 7. Training Stipends:** Assumption of multiple teacher scholarships to supplement building in year two and three and decreasing in year four.
- 8. Funds to be Distributed to Subgrantees:** 95% based on 29 individual plans to support teacher pay, classroom provisioning, professional development, direct services for children, supplemental services, etc.

(G)(2) Coordinate the use of existing funds from Federal sources that support early learning and development

Throughout CPP's 26-year history, a braided funding model has been used at the state and local level to fund quality preschool programs and supplemental services for families. The State is committed to continuing this model to achieve its ambitious vision. Subgrantees will be provided supports to look at the full range of funding available for preschool programming.

Technical assistance will be provided to help Subgrantees identify untapped resources and explore new ways to use existing resources to their advantage. Support will be provided when conversations with school district leaderships are necessary to explore use of IDEA funds, Title I funds, how preschool budgets are determined and how they are necessarily different than higher grade levels.

(G)(3) Sustain the High-Quality Preschool Programs supported by this grant after the grant period ends.

Please refer to Section (D)(5) of this application

COMPETITIVE PREFERENCE PRIORITY 1: CONTRIBUTING MATCHING FUNDS

Describe and submit credible plan for obtaining and using non-federal matching funds to support implementation of its plan during the grant period.

As shown in Table A, Part II, line 2E, the total match planned is (b) % of total grant funds requested. The number shown in the cell for “Increased State Funding in FY2014” represents increased funding appropriated for the Colorado Preschool Program (including ECARE slots used for preschool, please refer to Section (B)(2)) in FY2014. The number shown in the cell for “Year 1” refers to pending legislation authorized by the Early Childhood and School Readiness Legislative Commission to increase the number of CPP slots by (b) in FY 2015-16 (please refer to Attachment 6). Preliminary fiscal analysis puts the cost of this expansion at (b)(4) million, based on the most recent student enrollment, assessed value and inflation projections. The cost estimate assumes that new slots would be distributed among school districts proportionally to existing CPP slots.

COMPETITIVE PREFERENCE PRIORITY 2: SUPPORTING A CONTINUUM OF EARLY LEARNING AND DEVELOPMENT

Describe an ambitious and achievable plan that addresses the creation of a more seamless progression of supports and interventions from birth through third grade, such as high-quality infant and toddler care, home visitation, full-day Kindergarten, and before and

after-care services for, at a minimum, a defined cohort of Eligible Children and their families within each High-Need Community served by each Subgrantee.

State staff will work with subgrantee programs and their community partners to develop a detailed plan for creating a more seamless progression of supports and interventions. Emphasis will be placed on raising awareness about available resources and keeping the goal of meaningful alignment at the forefront of all activities. Preschool programs will be seen as pivotal players functioning as the middle link between birth to three and kindergarten through third grade. They must communicate and coordinate in both directions and often have a foot in both the early childhood world and the K-12 world. Programs will be supported to leverage existing resources to improve knowledge and access to the range of resources that make up the continuum including:

Home Visitation. Colorado offers several home visitation programs that promote a strong start for young children. The State has one of the country's largest Nurse-Family Partnership programs, serving nearly (b)(4) first-time, low-income mothers with prenatal and early care support. Nurse-Family Partnership. Nurse home visitors deliver the evidence-based program Nurse Family Partnership to families in 59 of Colorado's 64 counties. Twenty-one individual agencies operate NFP sites. These agencies consist of public health departments, community health centers, community nursing agencies, and hospital systems. The Incredible Years, HIPPY, Parents as Teachers, and Bright Beginnings also provide differing levels of support for new parents in supporting the healthy development of young children.

Infant Toddler Care. The Expanding Quality in Infant Toddler Care (EQ) Initiative began in 1999 as a collaboration between the Colorado Department of Education and the Colorado Department of Human Services, Division of Child Care. The primary goal is to increase the quality and availability of responsive care for infants and toddlers throughout Colorado by strengthening the skills and knowledge base of infant toddler caregivers while collaboratively building capacity at the state and local level to provide high quality care for our youngest citizens. The EQ Initiative has developed a strong, statewide network of over (b) active Infant Toddler professionals working in (b) Early Childhood Councils in over (b) communities. After receiving over (b) contact hours of specialized training, the local EQIT instructors are able to deliver the 48-hour EQIT course of training and EQ RELATE Coaching to

infant toddler teachers and programs, as well as offer support to their local Early Childhood Council. Since the inception of the EQ Initiative, over (b)(4) infant toddler teachers have completed the full 48-hour EQIT course and received coaching in their local communities. Successful completion of the EQIT course of training may be used in partial fulfillment of state licensing education requirements specific to Early Childhood Teacher, Center Director and the specialized Family Child Care licenses. Most communities have an effective working relationship with local community colleges and are able to offer course credit for successful completion. During the past four years, (b)(4) caregivers in the High Need Communities identified in this Preschool Development Grant Plan have completed this training and can be a valuable resource for programs and families.

Two Generation Approach. Capitalize on Colorado's newest work toward the use of a two generation approach to support family financial health, college attendance and child learning and development.

Aligned P3 Approach. Colorado's commitment to promoting a P3 approach will strengthen the early childhood continuum of services and supports by planning holistically to meet the unique needs of young children and families and support a "push up" model of education where early learning and developmental priorities are well-resourced and applied along the entire continuum.

Aligned Assessment. Continue to build on the success of Results Matter to foster the use of high-quality assessment practices in early childhood settings, alignment of assessment practices, meaningful use of information gleaned through assessment, family engagement in assessment and reduction of unnecessary or duplicative assessments across the continuum.

COMPETITIVE PRIORITY 3: CREATING NEW HIGH-QUALITY STATE PRESCHOOL PROGRAM SLOTS

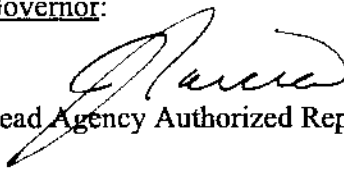
Refer to Part 1, Table A: The state will use 59% of its cumulative federal grant award to create new preschool program slots that will increase the overall number of new slots in Colorado's state preschool program that meet the definition of High Quality Preschool programs. The new slots will provide High Quality Preschool Programming for Eligible Children in some of Colorado's poorest or most underserved communities.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): EXECUTIVE OFFICE OF THE STATE OF COLORADO	Applicant's Mailing Address: 136 STATE CAPITOL BUILDING DENVER, CO 80203-1792
Designated Lead Agency: COLORADO DEPARTMENT OF EDUCATION	Lead Agency Address: 201 E COLFAX AVENUE DENVER, CO 80203
Lead Agency Employer Identification Number: 840644739	Lead Agency Organizational DUNS: 187406538
Lead Agency Contact: Nan Vendegna Program Director Colorado Preschool Program	Lead Agency Contact Phone: 303-854-8245 Lead Agency Contact Email Address: vendegna_n@cde.state.co.us
<p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> <p>Governor or <u>Authorized Representative of the Governor</u> (Printed Name): LIEUTENANT GOVERNOR JOSEPH A. GARCIA</p> <p>Signature of Governor or <u>Authorized Representative of the Governor</u>: </p> <p>Lead Agency Authorized Representative (Printed Name): ROBERT K. HAMMOND</p> <p>Signature of Lead Agency Authorized Representative:</p>	
<p>Telephone: 303-866-2087</p> <p>Date: October 10, 2014</p> <p>Agency Name: COLORADO DEPARTMENT OF EDUCATION</p> <p>Date: October 9, 2014</p>	

Note: Subgrantee signed letters of commitment included in the Attachments section.

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Lead Agency Employer Identification Number: 840644739	Lead Agency Organizational DUNS: 187406538
Lead Agency Contact: Nan Vendegna Program Director Colorado Preschool Program	Lead Agency Contact Phone: 303-854-8245 Lead Agency Contact Email Address: vendegna_n@cde.state.co.us
<p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> <p>Governor or <u>Authorized Representative of the Governor</u> (Printed Name): Telephone:</p> <p>LIEUTENANT GOVERNOR JOSEPH A. GARCIA 303-866-2087</p> <p>Signature of Governor or <u>Authorized Representative of the Governor</u>: Date:</p> <p style="text-align: right;">October 10, 2014</p> <p>Lead Agency Authorized Representative (Printed Name): Agency Name:</p> <p>ROBERT K. HAMMOND COLORADO DEPARTMENT OF EDUCATION</p> <p>Signature of Lead Agency Authorized Representative: Date:</p> <p style="text-align: right;">October 9, 2014</p>	

Note: Subgrantee signed letters of commitment included in the Attachments section.

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

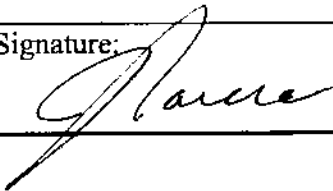
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR

Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act--Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):

LIEUTENANT GOVERNOR JOSEPH A. GARCIA

Signature:



Date:

October 10, 2014

These instructions refer to this excel spreadsheet, which includes tabs for Table A, Table B, Competitive Priority 1 Table, Table (D)(4), and the Budget Table. Additionally, there is an example of Table A.

Instructions for Table A – Preschool Development Grants--Expansion (Second Sheet)

General Instructions

- This table is divided into three sections, which correspond to Absolute Priority 1, Competitive Priority 1 and Selection Criteria (D) (4).
- To reduce the burden on States, many of the cells contain formulas that calculate additional information (i.e., percentages and totals). These cells are locked, and you cannot edit them.
- You should only enter information into cells that are light red, and once you put information into these cells, they will turn light orange.
- Finally, this table should serve as a planning tool; therefore, you should input your best estimates for future funding levels. These estimates should be supported with evidence in the narrative portion of your application.

Part I. Absolute Priority 1

1. For years 1-4, fill out the expected amount of federal funds allocated for lines 1A (State-Level Infrastructure), 1C (New Preschool Slots) and 1D (Improved Preschool Slots). State-Level Infrastructure should account for no more than 5% of the cumulative funds for all 4 years. Nothing else should be filled out in this section. Some cells will self-populate based on previously entered formulas, and those cells should be left alone.

Part II. Competitive Priority 1

1. For each year, fill out the expected Matching Funds allocated for lines 2A (State-Level Infrastructure), 2C (New Preschool Slots) and 2D (Improved Preschool Slots). Cumulative State-Level Infrastructure *need not* be 5% of the total Matching Funds, as that limit applies only to Federal funds.
2. For line 2F (State Matching Funds), fill out the *increased* State funds spent on preschool during State Fiscal Year 2014 only.
3. The green total section containing lines 2F-2J will self-populate using information from parts I and II and is there for your reference.

Part III. Selection Criteria (D) (4)

1. In line 3A (Total Eligible Children), please fill out the total Eligible Children for each year (these are based on estimates).
2. Next, fill out 3B (Children Served in New Preschool Slots) and 3C (PPE/Slot). 3D (Estimated Cost) and 3E (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for new preschool slots, for each year and in total (shown in 2H in the green total section in Part II).
3. Next, fill out 3F (Children Served in Improved Preschool Slots) and 3G (PPE/Slot). These numbers should be based on averages across all the different ways you plan to improve preschool slots. In addition, they should be based on the evidence presented in your narrative. 3H (Estimated Cost) and 3I (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for improved preschool slots, for each year and in total (shown in line 2I in the green total section in Part II.)

Instructions for Table B (Third Sheet)

Note: For each of the columns, fill out the required information for years 2010-2013.

1. For columns 1-3, fill out past funding sources for State Preschool Programs.
2. For columns 4 and 5, fill out the total number of four-year old children in the state and those who are at or below 200% FPL, respectively.
3. For columns 6 and 7, fill out the total number of four-year old children served in State Preschool Program and the total number of four-year old children at or below 200% FPL served in the State Preschool Program. The percentages will calculate automatically.

Instructions for Competitive Priority 1 Table (Fourth Sheet)

1. For FY 2014 Investment, fill out the *increased* State funds provided by the state in FY 2014. Do not enter funds under "Local," "Philanthropic," or "Other" in this column.
2. For years 1-4, fill out the expected amount of matching funds coming from State, local, philanthropic, and other sources.
3. The totals for each year will self-populate; you cannot edit the cells in the Overall Match line.
4. Finally, the last line serves to check that the numbers in this table are the same as those entered into the Table A. If they are the same, the cell below the total will read "Correct"; if there is a problem, it will read "Please verify numbers". Before moving on, please make sure all of the cells are correct.

Instructions for Table (D)(4) (Fifth Sheet)

1. In consultation with Subgrantees, States should provide information on the way they plan to improve slots and the estimated cost associated with the improvement.
2. For each Subgrantee, fill out how the slots will be improved each year, how many children will be served, and the total estimated cost.
3. Leave any unneeded rows blank.
4. Add additional rows as needed. To do so, select lines 22-25. Right click on your selection and choose "Copy." Then, select four rows beneath the last line of the previous Subgrantee entry. Right click on that selection and choose "Paste." Change the "5" in the "Subgrantee 5" cell to the appropriate number, and fill out the rest of the rows as appropriate.

Table A										
Expansion Grants										
PART I. Absolute Priority 1		Instructions: For each year, please fill out the expected Federal Fiscal Year 4 Development Grant Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grant Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$501,816	5%	\$498,638	5%	\$555,204	5%	\$589,002	5%	\$2,147,690	5%
1B: High-Quality Preschool Programs	\$9,130,842	95%	\$9,296,352	95%	\$11,228,611	95%	\$12,140,455	95%	\$41,796,260	95%
..... 1C: New Preschool Slots	\$5,835,732	61%	\$5,781,669	59%	\$6,772,983	57%	\$7,418,814	58%	\$25,809,198	59%
..... 1D: Improved Preschool Slots	\$3,295,110	34%	\$3,514,683	36%	\$4,455,628	38%	\$4,721,641	37%	\$15,987,062	36%
Total Federal Funds	\$9,635,688	100%	\$9,794,990	100%	\$11,783,815	100%	\$12,729,457	100%	\$43,943,950	100%
PART II. Competitive Priority 1		Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State funding in Fiscal Year 2014 at the bottom of this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Matching Funds	(b)(4)									
2A: State-Level Infrastructure										
2B: High-Quality Preschool Programs										
..... 2C: New Preschool Slots										
..... 2D: Improved Preschool Slots										
Total Year 1-4 Matching Funds										
Type of State Match	Increased State Funding in Fiscal Year 2014									
2E: State Matching Funds (if applicable)	\$7,999,642									
2F: Total Funds for State-Level Infrastructure										
2G: Total Funds for High-Quality Preschool Programs										
2H: Total Funds for New Preschool Slots										
2I: Total Funds for Improved Preschool Slots										
2J: Total Program Resources										
PART III. Selection Criterion (D)(4)										
3A: Total Eligible Children										
3B: Eligible Children Served in New Preschool Slots										
..... 3C: PPE/Slot										
3D: Estimated Cost (Rounded)										
3E: % Eligible Children Served in New Preschool Slots										
3F: Eligible Children Served in Improved Preschool Slots										
..... 3G: PPE/Slot										
3H: Estimated Cost (Rounded)										
3I: % Eligible Children Served in Improved Preschool Slots										
3J: Total % Eligible Children Served With New and Improved Slots										
3K: Total Children Served										

Table B				
State Fiscal Year	1:State Funding	2: Local Funding	3: Philanthropic /Private Funding (if applicable)	4: Number of Four-Year Old Children
2014	(b)(4)			
2013				
2012				
2011				

5: Number of Four-Year Olds at or below 200% FPL	6: Four-Year Olds Served in the State Preschool Program		7: Four-Year Olds at or below 200% FPL Served in the State Preschool Program	
	#	%	#	%
(b)(4)				

Competitive Priority 1 Table						
Types of Match	<i>Increased State Funding in Fiscal Year 2014</i>	Year 1	Year 2	Year 3	Year 4	TOTAL
State	(b)(4)					
Local						
Philanthropic						
Other						
Overall Match						
Matches Amount from Table A	Correct	Correct	Correct	Correct	Correct	Correct

[illegible]

OVERALL STATEWIDE BUDGET

Budget Table I-1: Budget Summary by Budget Category
(Evidence for selection criterion (G))

Budget Categories	Grant Year 1... (a)	Grant Year 2... (b)	Grant Year 3... (c)	Grant Year 4... (d)	Total..... (e)
1. Personnel	\$..... 140,000	\$..... 144,900	\$..... 149,972	\$..... 155,220	\$..... 590,092
2. Fringe Benefits	\$..... 30,800	\$..... 31,878	\$..... 32,994	\$..... 34,148	\$..... 129,820
3. Travel	\$..... 15,000	\$..... 15,000	\$..... 15,000	\$..... 15,000	\$..... 60,000
4. Equipment	\$..... 12,546	\$..... -	\$..... -	\$..... -	\$..... 12,546
5. Supplies	\$..... 11,000	\$..... 11,000	\$..... 11,000	\$..... 11,000	\$..... 44,000
6. Contractual	\$..... 225,000	\$..... 105,000	\$..... 135,000	\$..... 212,000	\$..... 677,000
7. Training Stipends	\$..... 60,000	\$..... 180,000	\$..... 200,000	\$..... 150,000	\$..... 590,000
8. Other	\$..... 10,500	\$..... 10,860	\$..... 11,238	\$..... 11,634	\$..... 44,232
9. Total Direct Costs (add lines 1-8)	\$..... 504,846	\$..... 498,638	\$..... 555,204	\$..... 589,002	\$..... 2,147,690
10. Indirect Costs*	\$..... 89,678	\$..... 84,786	\$..... 85,330	\$..... 85,547	\$..... 345,340
11. Funds to be distributed to Subgrantees	\$..... 9,130,842	\$..... 9,296,352	\$..... 11,228,611	\$..... 12,140,455	\$..... 41,796,260
12. Funds set aside for participation in grantee technical assistance	\$..... 25,000	\$..... 25,000	\$..... 25,000	\$..... 25,000	\$..... 100,000
13. Total Grant Funds Requested (add lines 9-12)	\$..... 9,750,366	\$..... 9,904,776	\$..... 11,894,145	\$..... 12,840,004	\$..... 44,389,290
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Example Table A - Preschool Development Grants- Expansion Grants										
Expansion Grants										
PART I. Absolute Priority 1		Instructions: For each year, please fill out the expected Federal Preschool Development Grants Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grants Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$1,050,000	7%	\$900,000	6%	\$600,000	4%	\$450,000	3%	\$3,000,000	5%
1B: High-Quality Preschool Programs	\$13,950,000	93%	\$14,100,000	94%	\$14,400,000	96%	\$14,550,000	97%	\$57,000,000	95%
1C: New Preschool Slots	\$12,555,000	84%	\$11,985,000	80%	\$11,520,000	77%	\$10,912,500	73%	\$46,972,500	78%
1D: Improved Preschool Slots	\$1,395,000	9%	\$2,115,000	14%	\$2,880,000	19%	\$3,637,500	24%	\$10,027,500	17%
Total Federal Funds	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$60,000,000	100%
PART II. Competitive Priority 1		Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State Funding in Fiscal Year 1-4 at the bottom of this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Matching Funds	(b)(4)									
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality Preschool Programs	(b)(4)									
2C: New Preschool Slots	(b)(4)									
2D: Improved Preschool Slots	(b)(4)									
Total Year 1-4 Matching Funds	(b)(4)									
	(b)(4)									
Type of State Match	Increased State Funding in Fiscal Year 2014									
2E: State Matching Funds (if applicable)	\$2,000,000									
2F: Total Funds for State-Level Infrastructure	(b)(4)									
2G: Total Funds for High-Quality Preschool Programs	(b)(4)									
2H: Total Funds for New Preschool Slots	(b)(4)									
2I: Total Funds for Improved Preschool Slots	(b)(4)									
2J: Total Program Resources	(b)(4)									
PART III. Selection Criterion (D)(4)										
3A: Total Eligible Children	(b)(4)									
3B: Eligible Children Served in New Preschool Slots	(b)(4)									
... 3C: PPE/Slot	(b)(4)									
3D: Estimated Cost (Rounded)	(b)(4)									
3E: % Eligible Children Served in New Preschool Slots	(b)(4)									
3F: Eligible Children Served in Improved Preschool Slots	(b)(4)									
... 3G: PPE/Slot	(b)(4)									
3H: Estimated Cost (Rounded)	(b)(4)									
3I: % Eligible Children Served in Improved Preschool Slots	(b)(4)									
3J: Total % Eligible Children Served With New and Improved Slots	(b)(4)									
3K: Total Children Served	(b)(4)									

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

Organization

Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203-1799

Date: JUN 19 2014

Agreement No: 2014-050

Filing Reference: Replaces previous
Agreement No. 2012-248

Dated: 3/20/2013

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2013	06/30/2014	10.65%	MTDC	APwR
Fixed	07/01/2014	06/30/2015	10.87%	MTDC	APwR

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

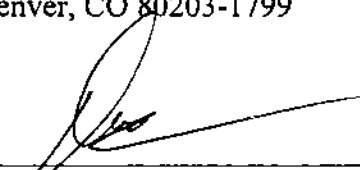
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203-1799



Signature

DAVE GRIER

Name

CONTROLLER

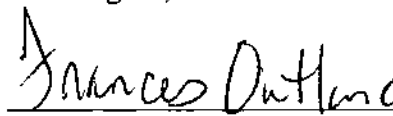
Title

6-25-14

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450



Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

JUN 19 2014

Date

Negotiator: Phillip Luster
Telephone Number: (202) 245-8069

ORGANIZATION: Colorado Department of Education

Page 3



U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

October 3, 2014

The Early Childhood Leadership Commission (ECLC), created in 2010 as Colorado's early childhood state advisory council, was reauthorized by legislation in 2013 as the entity charged to be the trusted and proactive champion for high-quality, outcome-focused programs and services for pregnant women and children birth to age eight in Colorado. This high-level, interagency, cross-sector, public-private commission accelerates and sustains Colorado's commitment to improving outcomes for young children by promoting a shared vision and strategic direction for an aligned system of services and supports. Its vision is that Colorado has a comprehensive, seamless and effective service delivery system that supports families to ensure that all Colorado's children are valued, healthy and thriving.

As the Commission responsible to advise the Colorado Department of Human Services, Office of Early Childhood and for the alignment of standards, policies and procedures across programs and agencies, the ECLC supports this application for the Colorado Department of Education and its various subgrantees' to participate in the Preschool Development Expansion. Specifically, the Early Childhood Leadership Commission agrees to:

- ensure Colorado's shared vision and state plan supports high-quality preschool programs as defined in the Preschool Development Expansion Grant including high staff qualifications such as teachers with a bachelor's degree in early childhood education;
- ensure the creation of the Colorado Preschool Program Advisory Group which will value diverse perspectives and provide leadership as Colorado works to expand the State Preschool Program and create high-quality preschool opportunities for all children;
- integrate and coordinate standards, rules, policies, and procedures across programs and agencies that support young children;
- pursue infrastructure reforms and policy improvements through partnerships and public awareness;
- work towards the sustainability and scalability of high-quality preschool programs.

We look forward to the opportunity to accelerate efforts to ensure high-quality preschool programs for families with young children in Colorado.

Respectfully,

(b)(6)

(b)(6)

Barb Grogan
ECLC Co-Chair

(b)(6)

Anna Jo Haynes
ECLC Co-Chair



October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am writing to you on behalf of Colorado's youngest and most vulnerable children. As a university professor I have the privilege of being in the classrooms of my students (who are preschool teachers) on a regular basis. The teachers and staff work hard to provide quality education and care to young children. They work closely with the families and other agencies to build on strengths and access resources that will help improve the success of the children. However, when I am in classrooms of K-3 teachers and children I often find that many of the children in these classrooms did not have the benefit of regular attendance at a high quality preschool. These teachers tell me that one of the key differences is the self regulatory skills of the children. It is difficult to make academic progress if you have delays in self control. Another key teachers make note of is the access to early intervention. When early intervention happens in a high quality setting with high quality teachers and resources, children are much more likely to be able to take on the demands of K-3 content and skill expectations.

Over the last few years Colorado has made recent and significant investment in its state preschool program (CPP) and has taken action to provide more full-day preschool. As a non-native Coloradan who has been in the state since 1998, I have been impressed with state wide collaboration and the level of community collaboration. I have been a part of our local ECE council and am still surprised at who "comes to the table". Our regular meetings include individuals from public health, mental health, private business (both within and outside of ECE), public schools, higher education (both four year and two year), as well as center directors and family service representatives. There is always someone there from our local Board of Cooperative Educational Services who helps us keep serving Colorado's children with disabilities in the forefront of our thinking. As I observe in classrooms, it is clear that providing these children access/opportunity to attend preschool in the least restrictive environment is really happening. As funding ebbs and flows (sometimes it feels like more ebbing!) I find our local and state community still making things happen for children and families.

Colorado's efforts around quality have focused on standards, ratings, and monitoring using the latest research. Alignment has been one of the things of which leaders have been keenly aware. I served on a P-3 Task Force that grew out of the Governor's P-20. The work that this group did helped to anchor the early learning guidelines in best practice and gave the state a foundation for their efforts for a one stop shop for ECE in Colorado. I look forward to more of our preschool teachers and staff furthering their education as funding becomes available.

I fully support the Colorado Department of Education and its various sub grantees' application for Preschool Development Expansion funds. Adams State University has a positive relationship with Colorado Department of Education; the Department of Teacher Education has worked closely with CDE on numerous projects and initiatives. Adams State University is fully committed to the initiatives outlined in Colorado Department of Education's proposal for Preschool Development Expansion Grant funding. I am writing to affirm this commitment and our intended involvement in implementation of the initiatives that fit with our mission of providing higher education access and success for underserved populations. Adams State University is a Hispanic Serving Institution. We are committed to providing access to higher education for students in rural Colorado and underserved areas. One of our key supports for the early childhood community has been the development and offering of a Bachelor's Degree for Early Childhood Education. While we have focused on students who do not want a teaching license and our current program is non-licensure, we are developing a licensure program for students who want to go that route.

This spring (2015) the fifth cohort of our Early Childhood Education BA degree program will graduate. One hundred percent of the students in the history of the program received some sort of financial aid during their program of study. Over 95% are first generation college students. All but one student have been female and 55/76 have been students of color. One of the recent graduates is now in a Master's program through the Boettcher Program at Adams State University, and will graduate with her teaching license in Elementary, Early Childhood and Culturally and Linguistically Diverse. With one exception, teachers who complete the program have chosen to stay in the field of early childhood education. Researchers have repeatedly shown the value of a highly qualified teacher. We are committed to helping Colorado Department of Education provide highly qualified teachers to the early childhood community in Colorado.

Personal Anecdote: I recently had the opportunity to spend some time in a Colorado Preschool Program classroom that is using TOOLS of the Mind. The principal had shared that they had a little boy who everyone had fallen in love with as everyone had spent so much time with him! The description of ping-pong ball fit. He was chronologically 3 ½ but on a developmental scale, about 24 months. The first two weeks of school he bit, hit, scratched and spit on everyone, especially teachers. He also ran out of the classroom when he got a chance. I watched him and the assistant the school district had to hire for him. The teacher, the regular paraprofessional and the assistant (and at times me) tried to ease him into the routines and activities. It was clear that he was not ready for the environment in which he found himself. It was up to teachers to change the environment, find resources and assist the family. The school knew that Child Find and the child's doctor had previously encouraged the family to get help for the child but the family never followed through.

While everyone was open with the mother, it was clear she was also overwhelmed with five children under the age of six and one on the way. However, teachers tried to be as positive as they could and find his strengths. On the night of the open house, his family came. Teachers reported that the father repeatedly thanked everyone for working with his son, and both parents were genuinely interested, to the best of their ability, in helping him grow. The next day the teacher shared her frustration that the mother did not seem to realize the seriousness of his delays and behavior. I gently reminded her that as a parent you cling to any thread that your child is "OK" and the school had accomplished what the doctor and Child Find had not. In just three short weeks they had managed to build a trusting relationship with the family. Not only were they getting their children to school each day, providing a snack for the children, and were almost always positive and happy when they picked up the children, they came to an open house! They were open to having the child screened for delays and to having specialist work with him if needed. This is what quality preschool is about. While letters, numbers and self-regulation are important, what is equally valuable and long-lasting, is the work we do with families.

Expanding high quality preschool is essential if we want to close the achievement gap. We won't close the achievement gap by investing in high quality prisons. Colorado has made great strides in early childhood education and will continue to grow and develop our systems. This funds provided by this grant will enable us to continue on our journey...

Sincerely,

(b)(6)

Linda Garris Christian, Ph.D.
Professor of Education
Adams State University.



COLORADO ASSOCIATION

October 1, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

The Colorado Association for the Education of Young Children (CAEYC) is fully committed to the initiatives outlined in the Colorado Department of Education's proposal for the Preschool Development Expansion Grant funding. I am writing to affirm this support and our commitment and involvement in implementation of the initiative.

CAEYC is a statewide organization of those working with young children and their families in a variety of settings. Our network involves more than 1000 early childhood professionals across Colorado. We are committed to working with CDE with the Preschool Expansion initiative, specifically concerning continued professional development for classroom teachers, thereby encouraging quality improvement.

CAEYC, being the state affiliate of the National Association for the Education of Young Children, promotes high quality Early Care and Education for all young children, especially with the NAEYC Accreditation system of high quality, research based standards. NAEYC Accreditation standards for programs serving young children are included in the new Colorado Quality Rating and Improvement System. The Colorado Community Colleges have achieved NAEYC Accreditation of Associate Degree Programs that meet Professional Preparation Standards for programs preparing early childhood educators.

Colorado is a leader in successfully bringing together stakeholders to work together and assist in the development of the best systems for improving quality and access for all of Colorado's young children. Over a dozen early childhood organizations and agencies meet at least monthly to discuss policy and other early childhood issues as a team to assist the Departments in moving forward with or without sufficient funding and always promoting and improving preschool initiatives, especially for our most at risk children and families.

Thank you for your consideration of the Preschool Development Expansion Grant.

Linda Adams, Executive Director
Colorado Association for the Education of Young Children



P.O. Box 631326 • Highlands Ranch, CO 80163-1326

PR/Award # S419B150022

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UNIVERSITY of
NORTHERN COLORADO



School of Special Education

10/3/2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am writing in full support of the Colorado Department of Education and its various subgrantees' application for Preschool Development Expansion funds. This project will meet a great need in Colorado's early childhood community by supporting expansion, providing quality improvements and building effective state infrastructure for state preschools to address gap in resources and materials that specifically address this population in a growing diverse community in early childhood.

During my past experiences as a classroom teacher and now as a faculty who is involved in the preparation of early childhood professionals, I believe that there is an increasing demand for high quality preschools and systematic training, information, and resources for professionals that reflect current research and pedagogy that are tailored to the diverse identities of staff, families, and children. As proven by their past track record, the Colorado Department of Education's early childhood team brings a wealth of experience and expertise that will elevate the quality of preschool services, training of professionals, and further deepen our understanding and knowledge in how to best serve young children and families in Colorado.

If funded, I gladly agree to support the project in as needed. My training, professional experience, and expertise allows me to serve you well. I have over 18 years of experience in the field of special education in general, and ten years in early childhood specifically. I hold a Ph.D. in special education with emphasis in early childhood from the University of Kansas. My main emphasis has been acting as a catalyst to promote quality services for children and their families in early intervention/ early childhood programs. My research areas and interests are, effective inclusive intervention for young children with disabilities or at risk for disabilities; teacher preparation, and; effective community, family, and professional partnerships. In accordance with my interests, I have published articles, book chapters, received grants and awards, and presented at numerous local, national, and international conferences. I work closely with the Colorado Department of Education's early childhood team on the three grants funded through the Department of Education to prepare well qualified early childhood professionals and paraprofessionals. Further, I currently serve on School Readiness Assessment Committee and have served on the Early Challenge Grant Proposal Preparation Task Force and now serve on their Advisory Council.

Additionally, as the coordinator of the blended early childhood/ early childhood special education master's degree program at the University of Northern Colorado, I ensure that the curriculum and

UNIVERSITY of
NORTHERN COLORADO



School of Special Education

trainings, which operates under the Colorado Department of Education's licensure guidelines and is accredited by NCATE (Now CAEP), are aligned with the NAEYC, CEC and DEC's professional standards.

I wish CDI the very best in their endeavors to continue to be trailblazers in the early childhood community through their leadership, vision, and hard work. If you have any further questions, please do not hesitate to contact.

Sincerely,

(b)(6)

Rashida Banerjee, Ph.D.

Associate Professor & Coordinator of MA Early Childhood Special Education Program

rashida.banerjee@unco.edu

(970) 351 1184

October 7, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am pleased to be writing to you on behalf of Colorado's youngest citizens and in full support of the Colorado Department of Education and its various sub-grantees' application for Preschool Development Expansion funds. I am writing in both my capacity as Co-Chair of the statewide Early Childhood Professional Development Committee and as Dean of the School of Education and Human Development at the University of Colorado Denver.

The faculty and I at CU Denver are fully committed to the initiatives outlined in the department's proposal and affirm this commitment as well as our intended involvement in implementation of the initiative. In particular, we have a new Bachelor's degree with areas of concentration in early childhood education, special education, elementary education and human development and family relations, the first three leading to licensure. We have worked diligently with our Community College colleagues to create articulation agreements and we are working to demonstrate alignment with the CO Early Childhood Competencies framework. Our goal is to facilitate building capacity for workforce development in the state.

Colorado has a vibrant and coordinated ECE professional community, one that has tirelessly worked, with and without funding, to advocate for and build quality programs for young children, their families and their teachers. I truly believe we are in a unique period of momentum where we could truly maximize the use of the proposed funds. These funds would complement the work that resulted in a greater investment in state preschool; the recent commitment to grow full day preschool; the well-constructed early learning guidelines that align with Colorado academic standards, the field's best practices and the research base that informs them; the exemplary work in inclusive early education assuring access to quality for children with disabilities. Finally, and most significant is the Colorado system, developed over 25 years, for quality improvement, ratings, tracking and professional development. Thank you for your consideration of the Colorado proposal.

Sincerely,

(b)(6)

Rebecca Kantor
Professor and Dean
School of Education and Human Development
University of Colorado Denver



University of Colorado Denver
School of Education & Human Development

October 3, 2014.

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

On behalf of the Early Childhood Program at the University of Colorado Denver, I am writing to support the initiatives outlined in Colorado Department of Education's proposal for Preschool Development Expansion Grant funding.

The mission of the Early Childhood Education program at the University of Colorado Denver is to prepare early childhood professional leaders in Colorado with the knowledge and skills to meet the needs of young children and their families within a rapidly changing and diverse society. Our Bachelor of Arts degree with a major in Teaching, Learning, and Development is a four-year interdisciplinary professional degree program to prepare undergraduate students for careers in early childhood education. CU Denver has an on-going relationship with the Colorado Department of Education and EC/Preschool Service Providers in Colorado to place interns in practicum partnership sites and we will develop more partnerships with them to provide student teaching placements for our undergraduate ECE interns.

The University of Colorado Denver fully supports full day preschool opportunities for at-risk children across Colorado and funding to assist early childhood teachers in attaining bachelor's degrees. As baby-boomer teachers retire, there will be an unprecedented need for new teachers in Colorado, where 44% of teachers are over 50. In Colorado, early childhood education, elementary education, and special education positions are expected to grow more than 20% by 2020. It is imperative to provide funding to assist prospective early childhood teachers to complete their degree and licensure programs.

Workforce demand for well-qualified early childhood teachers is also increasing due to policy changes. Head Start now requires that at least 50% of teachers have a baccalaureate or advanced early childhood education degree and coursework equivalent to an early childhood education major. Additionally, more teachers will need to be hired in Colorado to support the goals of the Race to the Top Early Learning Challenge initiative.

As an early childhood educator and representative of the Early Childhood Education program at the University of Colorado Denver, I pledge my support to the Preschool Expansion initiative, and welcome an expanded collaboration between the university and this initiative to support continuing teacher professional development and ongoing quality improvement in preschool services, especially with respect to serving Colorado's children with disabilities.

Sincerely,

Suzanne Adams

Suzanne Adams
Clinical Professor Early Childhood Education
University of Colorado Denver

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

The College of Education at the University of Colorado Colorado Springs is fully supportive of the Colorado Department of Education's application for Preschool Development Expansion funds.

COE began offering a new program in Inclusive Early Childhood Education a year ago and has, through the efforts of its director, made significant inroads with both the Pikes Peak region's early childhood community as well as involvement with CDE and its Early Childhood initiatives. The College is committed to preparing the best early childhood educators possible and has been pleased with the progress Colorado has made in the field, including:

- the recent and significant investment in its state preschool program (CPP)
- the state's commitment to grow full-day preschool
- the creation and maintenance of a high-level, authentic community collaboration across EC sectors
- the focus on serving Colorado's children with disabilities, providing these children access/opportunity to attend preschool in the least restrictive environment; these children have been provided full-day preschool opportunity. This is particularly meaningful to the College as this parallels our philosophy in designing the Bachelor of Innovation in Inclusive Early Childhood Education so that educators are prepared to teach *all* children.
- the state's commitment to "always moving forward," with or without dollars (federal/otherwise) and its efforts in promoting/improving preschool initiatives
- the state's "centerpiece" that consists of its systems for quality – standards, ratings, monitoring – a holistic approach that reflect 25 years of work, and aligns with accreditation standards, best practices and the latest research
- that Colorado has created and tested solid early learning guideline that are anchored in academic standards and Head Start outcomes, providing a "one stop" foundation in the broad/local approach to preschool

As a teacher educator concerned with best practices in education, it has been refreshing to observe Colorado's focused and well-planned dedication to developing a smart initiative integrating the many organizational facets needed to best serve the state's earliest learners. COE affirms its commitment to continuing its work with CDE in furthering our shared purpose through the proposed preschool expansion/quality improvement initiative.

Sincerely,

Mary Snyder, Dean
College of Education
University of Colorado Colorado Springs
msnyder3@uccs.edu

September 30, 2014

U.S. Department of Education and U.S. Department of Health and Human Services
Washington, DC

To Whom It May Concern:

Knowing Colorado's deep commitment to improving access to high-quality preschool programs, we are excited that Governor Hickenlooper and the Colorado Department of Education are applying for a federal Preschool Development Grant—Expansion Grant. Such funding will provide critical assistance to the state as it works to achieve its ambitious early learning and school readiness goals.

Teaching Strategies is honored to have been collaborating with Colorado's Office of Early Learning and School Readiness since 2003. Colorado was one of the first states to implement a statewide early education assessment program, and its leadership has both shaped and reflected best practices for the assessment of young children. As consensus about what children should know and be able to do at various ages has evolved and as ideas about developmentally appropriate assessment have changed, Colorado has consistently guided other states, sharing innovative ideas and lessons learned. Colorado's feedback has helped improve the validity and reliability of early childhood assessment instruments and ensured their successful implementation in large-scale initiatives.

The Office of Early Learning and School Readiness has helped Colorado educators transition successfully to new tools as assessment technology has evolved, promoting improved outcomes for children by collecting meaningful data that informs individualized instruction as well as program-improvement efforts. At the 2008 NAEYC Institute for Early Childhood Professional Development, Nan Vendegna, Program Director, Colorado Preschool Program and Results Matter Program, presented a session on the use of an online assessment instrument to analyze statewide data. During the summer of 2010, Colorado began phasing in a state-of-the-art online assessment instrument, *Teaching Strategies GOLD*. After gaining experience with the tool, Colorado hosted a *GOLD™* roundtable event with Colorado district leaders, Colorado Department of Education staff members, invited staff members from the Nebraska Department of Education, and Teaching Strategies staff members. The Colorado Department of Education continues to participate actively in two ongoing learning communities with other states that have adopted the tool, and it has shared professional development materials and Results Matter videos. Earlier this year Colorado hosted several other states for a 2-day learning community meeting to share ideas and best practices related to kindergarten assessment. Colorado Department of Education personnel have been forthright about the benefits and challenges of early childhood assessment, and generous in sharing strategies for implementation, stakeholder communication, and the appropriate use of assessment data.

The Colorado Department of Education's collaborative approach supports thoughtful early childhood assessment initiatives in other states as well as in Colorado. We are pleased to write this letter of support for Colorado's Expansion Grant application.

Best regards,

(b)(6)

Andrea Valentine
President and Chief Operating Officer

7101 Wisconsin Ave., Suite 700
Bethesda, MD 20814

301 634 0818 Phone
301 657 0250 Fax

TeachingStrategies.com

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Dear Secretary Duncan and Secretary Burwell:

I am writing today to express Teach For America • Colorado's strong support for the Colorado Preschool Expansion, Grant application.

Teach For America • Colorado is striving to ensure every student in the state of Colorado, particularly the 210,000 growing up in or near poverty, have access to an excellent education, by ensuring each child has access to a high quality school and seat. We are doing this by focusing our effort on mobilizing our partners and collaborators on a shared vision, and, as Teach For America working on the leadership pipeline of educators and school leaders; this includes early childhood access for all students. We are deeply invested in Colorado's application because we know Colorado is dedicated to providing access to high quality programs to improve outcomes for young children.

We are inspired by Colorado's vision to expand pre-K for our state. Currently, our state is serving nearly 20,000 three and four year-olds and this funding will allow us to build upon this success for more children and families. We know this is essential to creating an equitable landscape for all children to have access to a high quality teacher and education.

Sincerely,

(b)(6)

Sean VanBerschot
Executive Director
Teach for America • Colorado



AN AMERICORPS PROGRAM



3607 Martin Luther King Blvd • Denver, CO 80205 • Phone: 303.339.6800
Fax: 303.339.6833 • Toll Free: 1.877.338.2273 • Website: www.qualistar.org

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom it May Concern:

I am writing to voice Qualistar Colorado's full support of the Colorado Department of Education's (CDE) application for Preschool Development Expansion funds. This funding will support a much-needed expansion of the Colorado Preschool Program allowing it to serve more at-risk children in high-quality care.

Qualistar Colorado is a non-profit dedicated to promoting the school readiness of all Colorado's children by working across the state to improve the quality of early learning programs and helping parents find and choose high-quality early care and education. Qualistar serves as the Child Care Resource and Referral State Network Office and is the state Quality Ratings and Improvement System Administrator. In addition to these core programs, the organization supports the early childhood community through T.E.A.C.H. scholarships, capital improvement grants and health programming and supports.

At Qualistar we understand why preschool is important and we want to ensure that every child in Colorado has the opportunity to attend a high quality preschool program. The Colorado Preschool Program is an effective strategy to prepare children for kindergarten success while supporting families and communities in their quest to provide high quality preschool programming. The program's focus on quality reflects 25 years of work to align accreditation standards, ensure best practices and incorporate the latest research.

Colorado is committed to growing the Colorado Preschool Program. The State is working to grow full-day opportunities for children and will continue to collaborate with community partners to support the growth and expansion of this critical program. A Preschool Expansion Grant would be a big step forward for the state and its preschoolers. Qualistar is pleased to be a part of this effort and hopes that the U.S. Department of Education will join us in this initiative.

Thank you for your consideration of Colorado's proposal. Please feel free to contact me at htritten@qualistar.org or by phone at 303-339-6806 if I can be of further assistance.

Sincerely,

(b)(6)

Heather Tritten
Interim President and CEO
Qualistar Colorado



611 A. Weber Street, Suite 200
Colorado Springs, CO 80903
☎ 719.581.9400
Fax: 719.581.9452
www.PEAKparent.org

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am pleased to write this letter of support for the Colorado Preschool Development Expansion Grant. Research about the successes of our early childhood and preschool systems and services in Colorado shows the benefits for children for future success in life. This grant will support expansion and state infrastructure for preschool across the state.

PEAK Parent Center is fully committed to the initiatives outlined in Colorado Department of Education's proposal for Preschool Development Expansion Grant funding. I am writing to affirm this commitment and our intended support of implementation of the initiative.

PEAK Parent Center (PEAK) is Colorado's Parent Training and Information Center (PTI) which works with families across the state who have children ages birth – 26 disabilities or are at risk of developmental delays. We speak with hundreds of families of young children each year who are looking for early childhood education and supports.

We have a longstanding, quality relationship with Colorado Department of Education early childhood services and have partnered with them on initiatives in the past.

PEAK is very interested in being involved with the proposed preschool expansion initiative in Colorado and would like to share the voices of families around the state as stakeholders of these services. Colorado has had a long standing commitment to serving children in the least restrictive environment, and providing the full-day preschool opportunity based on best practices and the latest research is critical.

I ask you to give this proposal serious consideration. Based on Colorado's track record and our long standing commitment to supporting early childhood services, there will be huge benefits for young children with this opportunity.

Please feel free to contact me if I can provide further information.

Sincerely,

(b)(6)

Barbara E. Buswell
Executive Director
PEAK Parent Center



School of Education
1500 East 17th Avenue
Denver, CO 80202
303.556.3000
www.msu.edu

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

It is my pleasure and honor to write this letter of support for the Colorado Department of Education's proposal for Preschool Development Expansion Grant funding. As a School of Education that prepares a significant number of teachers for Colorado's schools, we are very aware of the need for high-quality educators for the state's youngest and most vulnerable children. We understand the urgent need for young children to have access to excellent teachers from their earliest experiences in educational agencies and schools through high school. We feel that the initiative described in this proposal will help us meet this need in Colorado, and are glad to support this effort.

Colorado is continually advancing forward-thinking preschool initiatives that seek to improve the learning conditions of preschoolers. The solid early learning guideline that is already in place is anchored in academic standards and Head Start Outcomes. As a result, the state already has a broad, as well as local, approach to preschool education. Because of the state's proven track record, there is no doubt that the Colorado Department of Education will maximize the impact of the federal funds to improve the educational experiences of preschoolers throughout the state.

Therefore, without reservation, I support the Colorado Department of Education's proposal. It has the potential to significantly advance educational access and impact to the state's youngest learners.

Sincerely,

(b)(6)

Elizabeth R. Hinde
Dean, School of Education
Metropolitan State University of Denver



1000 Rim Drive
Durango, CO 81301-3999

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am pleased to write this letter in full support of the Colorado Department of Education and its various sub grantees' application for Preschool Development Expansion funds. The Fort Lewis College Early Childhood and Elementary Program is committed to providing quality professional development to our Southwest Colorado early childhood workforce. I am writing to affirm this commitment and our intended involvement in implementation of the initiative.

The Fort Lewis College Early Childhood Program has worked on early childhood and family partnership initiatives federally, at the state level, and the local level, including the local school districts. It is our opinion that the Colorado Department of Education is dedicated in providing a quality system that includes professional development that aligns with national accreditation standards, best practices and the latest research. We are excited to be a part of the "move forward" in early childhood practice.

I personally have worked in the field of early childhood in Colorado since 1987. In recent years I have seen the State of Colorado implement systematic changes that contribute to the respect and value of the profession. Their systematic work in alignment of birth through post-secondary practice is amazing, inspirational and is contributing to a rise in society's esteem of our profession.

Sincerely,

(b)(6)

Dr. Kristine Greer
Associate Professor, Early Childhood/Elementary
Teacher Education
Fort Lewis College

October 7, 2014

US Department of Education

To whom it may concern:

I support Colorado's application for a Preschool Development Grant because....

these children are our future	Early Care and Education Professional	(b)(6)
it helps prepare our children for kindergarden. They learn alot of social & academic skills they would otherwise not get to help them excel in the educational future!	Parent, Grandparent, Foster Parent	
it's a critical element of lifetime learning and early education should be supported and available to all children.	Parent, Grandparent, Foster Parent	
I cannot say enough about how important preschool is for Colorado. As a seasoned educator, I have come to realize the importance of building literacy at the preschool level. This foundation, built well, serves the students throughout their primary and secondary schooling. Without the preschool foundation, K-12 schools have a difficult time closing the achievement gap.	Parent, Grandparent, Foster Parent	
Preschool is essential to early development and keeping our kids ahead of the curve.	Parent, Grandparent, Foster Parent	
research has shown how important preschool is, as it lays the foundation for future success. All our preschoolers should have the opportunity to attend preschool: those that do not begin Kindergarten farther behind those that do.	Early Care and Education Professional	
The use of technology for teachers and children alike is growing each day, additional funds are needed to support this area of need	Early Care and Education Professional	
Early Learning is the foundation for children and their families	Parent, Grandparent, Foster Parent	
It could benefit more children and programs in my state.	Parent, Grandparent, Foster Parent	
The San Luis Valley has a need for it!	Early Care and Education Professional	
our child has had a great preschool experience at Fireside Elementary.	Parent, Grandparent, Foster Parent	
early childhood education is an excellent investment in the education of our children!	Parent, Grandparent, Foster Parent	
We believe strongly that every child can benefit from a positive preschool experience and best of all, can instill a lifetime love of learning!	Early Care and Education Professional	
As a parent, I know how tough it is to find affordable, high quality preschool and get your kids in! As a CEO of a nonprofit working with struggling kids and families, I know how important quality affordable preschool is to kids success and the future of our state.	Parent, Grandparent, Foster Parent	
The earlier kids start to learn the better	Parent, Grandparent, Foster Parent	
early brain development research strongly indicates thata starting by age 5 is too late for many children who's homes or early experiences lack support for quality early development	Early Care and Education Professional	
early childhood programs provide children educational opportunities coming into school they may not otherwise be afforded.	Parent, Grandparent, Foster Parent	
our children need a rich learning environment while their parents are at work	Early Care and Education Professional	
We take our Kid's seriously.	Early Care and Education Professional	
As an educator and parent I strongly believe in our education system	Parent, Grandparent, Foster Parent	
investing in high quality early education experiences for all children will make Colorado a stronger state now and in the future.	Early Care and Education Professional	
Preschool is no longer an extra or addition to prep for Kindergarten it is a necessary part of school readiness. We cannot afford to let early childhood years slip by without quality early childhood programs available for all children.	Early Care and Education Professional	
It helps establish education at an early age. It is critical to teach child while their brain is like a sponge.	Early Care and Education Professional	
education is an equalizer, especially if given early!	Parent, Grandparent, Foster Parent	
My 3.5 year old daughter is thriving in her first year if preschool! Her world is opening up thanks to the work and love of her amazing preschool teachers!	Parent, Grandparent, Foster Parent	
Colorado's children deserve to have their education be a priority and not have to rely on daycare as the only option for this age group.	Parent, Grandparent, Foster Parent	
it benefits children and families to be engaged in education and all levels of development- be it physical, mental, social, cognitive, scientific, mathematic, literacy...I could go on and on!). Preschool matters!!!!	Early Care and Education Professional	
schooling at an early age is important.	Parent, Grandparent, Foster Parent	
I have seen the benefits Preschool provides for families.	Parent, Grandparent, Foster Parent	

With respect specifically to Pueblo, preschool continues to be an area of great need. I work in a school district and on a continual basis this year I have heard from kindergarten teachers that a good percentage of their students have come to kindergarten without any prior preschool experience. Despite the CPP slots afforded to the district and the approximate 250 children participating in Head Start, we see healthy numbers of children ill prepared for the rigors of kindergarten. Work to ensure kindergarten is what it should be is another matter, however the first year of formal education should begin successfully and research reveals that this includes preschool. Our community child care centers need support to provide quality programming at affordable cost to families and/or at little to no cost due to the 37% poverty rate again this 2014. Child care centers, preschools, and family home providers, in addition to head start and school districts, need support in providing preschool to prepare children for kindergarten. Therefore I support Colorado's application for a Preschool Development Grant.	Early Care and Education Professional	(b)(6)
Our children are ready for organized education as early as two.	Parent, Grandparent, Foster Parent	
Access to early education for children is a prerequisite for a thriving society.	Parent, Grandparent, Foster Parent	
Early childhood is the best time to help kids learn!	Parent, Grandparent, Foster Parent	
I am a parent and a professional involved in early childhood	Parent, Grandparent, Foster Parent	
Too many kids miss out on preschool. No slots	Early Care and Education Professional	
children who attend preschool are more socially and emotionally prepared for Kindergarten and elementary school. They know how to use their words to ask for what they need, and they communicate better with their peers. Children who have attended PreKindergarten already know how to follow a schedule and be a part of a group. They can attend for longer periods of time, which prepares them for sitting at a desk for Kindergarten.	Early Care and Education Professional	
it helps children succeed in school and life by giving children and families social/emotional and academic support.	Early Care and Education Professional	
It tremendously helped my child whose first language is not English & expanded his social skills ten fold.	Parent, Grandparent, Foster Parent	
We at Jeffco believe passionately in preparing children to be ready to read	Early Care and Education Professional	
We have an autistic grandson and his preschool has helped him in more way that we imagined!!	Parent, Grandparent, Foster Parent	
preschool is critical for early childhood development, school readiness, and future workforce readiness.	Parent, Grandparent, Foster Parent	
our children are our future!	Parent, Grandparent, Foster Parent	
every child deserves an equal start in life	Parent, Grandparent, Foster Parent	
there are limited opportunities and choices for children in rural communities such as ours. Low-income families are challenged to make ends meet and do not have funds for preschool. Early intervention of disabilities is key for the child's success in school and life. Preschool experience is so important in all areas of development but especially social-emotional !!!	Early Care and Education Professional	
There is already a lot of infrastructure to make quality improvements successful!	Early Care and Education Professional	
Colordao is positioned to make meaningful improvements in the services available to our preschool children and their families.	Early Care and Education Professional	
it's essential to healthy student development	Early Care and Education Professional	
Quality early learning experiences help shape a child for life	Early Care and Education Professional	
these early years are extremely important in terms of development	Early Care and Education Professional	
There is strong evidence that kids have better futures when they attend preschool	Parent, Grandparent, Foster Parent	
investment in preschool education pays off in countless ways for children and families.	Early Care and Education Professional	
There are not enough quality preschools especially for children with special needs.	Parent, Grandparent, Foster Parent	
Education beginning when children are young helps build a strong foundation for them and for our state.	Parent, Grandparent, Foster Parent	
preschool is the beginning of a great education	Early Care and Education Professional	
all children deserve to have a high quality early childhood experience! Without preschool many children will not be ready for the increased expectations of kindergarten and beyond.	Early Care and Education Professional	
It is critical to offer the highest quality early education services to the children who are most in need to promote kindergarten readiness and school success.	Early Care and Education Professional	
Our children need an Early start on there education. Get them ready for kindergarten. A small amount of hours makes them really happy for school	Parent, Grandparent, Foster Parent	
early learning decreases later draws on the system	Early Care and Education Professional	
the formative years are so important for success later in life.	Parent, Grandparent, Foster Parent	

Supporting high quality early childhood education reduces risk more serious problem behaviors in later years...Invest in our children, they are our future of our society and our culture...Build a better tomorrow for generations to come!!!	Early Care and Education Professional	(b)(6)
It will lay a solid foundation for our little future leaders	Early Care and Education Professional	
...as a retired middle school teacher the overwhelming research data has convinced me that we have the best chance of interrupting the poverty cycle through early childhood intervention.	Early Care and Education Professional	
Assessment at an early age is vital to the success of our children!	Parent, Grandparent, Foster Parent	
Preschool helps kids get ready to learn!	Parent, Grandparent, Foster Parent	
Preschool is essential for kids and not everyone can afford to send their kids to preschool.	Parent, Grandparent, Foster Parent	
It is important to invest in the lives of young children.	Early Care and Education Professional	
Children's brains are growing at their fastest when they're young!	Early Care and Education Professional	
our youngest children need early exposure to succeed in their school career	Parent, Grandparent, Foster Parent	
I have seen a huge benefit from my son being in preschool	Parent, Grandparent, Foster Parent	
Quality early childhood experiences can change the trajectory for a child at risk, and create a foundation for all children to thrive.. An ounce of prevention is worth a pound of cure.	Early Care and Education Professional	
studies show that early childhood education will help a child to succeed when they attend the next level of their education.	Parent, Grandparent, Foster Parent	
Preschool is such a great foundational tool for children.	Parent, Grandparent, Foster Parent	
Preschool is such a great foundational tool for children.	Parent, Grandparent, Foster Parent	
My son has been in preschool since he was 3, he has advanced sufficiently since he has been in the program! He had no prior interaction with other children his age so being in the program has also helped him socially!	Parent, Grandparent, Foster Parent	
Preschool is very important in my opinion. The beginning of every child's first school experience should be a positive experience and in preschool we provide that. We provide child with school readiness and life skills. With that I totally support this application. Preschool is the key to a child's life long of learning.	Early Care and Education Professional	
It gives kids a head start in education.	Parent, Grandparent, Foster Parent	
Not all families can afford the cost of preschool	Parent, Grandparent, Foster Parent	
	Parent, Grandparent, Foster Parent	
It's beneficial for the growth of our children and our future.	Parent, Grandparent, Foster Parent	
Early Childhood Education is the foundation for our future. If we provide a solid foundation for our preschoolers now, the success they will see in the future will be infinite. Our world will be a better place.	Early Care and Education Professional	
It is important to the growth of today's children	Parent, Grandparent, Foster Parent	
it gives children an good base going forward and helps them learn. my son loved it and learned alot.	Parent, Grandparent, Foster Parent	
it helps in the development of our children	Parent, Grandparent, Foster Parent	
Preschool is the jump start to school. Its an opportunity to get children excited to learn and	Early Care and Education Professional	
Preschool helps children get the experience w/ a structured school day and mixes essential learning with play. So many Children don't get that at home anymore	Parent, Grandparent, Foster Parent	
Early Childhood Education is very important for all young children. Children need a program that will support and develop their skills needed to succeed in school. Having a preschool background, it will help the children learn the skills they need to move on to the next grade level.	Early Care and Education Professional	
provides early intervention for high risk children	Parent, Grandparent, Foster Parent	
early learning gives every child a strong start.	Early Care and Education Professional	
every child deserves every chance.	Parent, Grandparent, Foster Parent	
All young children deserve the opportunity to flourish educationally. We must remove the barriers to continue to close the acheivement gap.	Early Care and Education Professional	
I am a teacher in the program and have seen first hand the amazing positive effects our program has on our students! I believe preschool should be available for every child because of the difference that it makes it getting children prepared for kindergarten and the years ahead, both socially and academically.	Early Care and Education Professional	
early education is of primary importance in guaranteeing a child's future success.	Parent, Grandparent, Foster Parent	
Preschool is important because it gives children an opportunity to understand their social and cultural relationships and gives teachers and families the opportunity to transform culture through transforming the way children understand and interact with one another.	Early Care and Education Professional	
Preschool provides a foundation for future learning. Children learn many skills and their development is enhanced with a quality preschool.	Early Care and Education Professional	
Early Childhood education is essential for later success in school	Early Care and Education Professional	
Preschool is a creative and encouraging time for children and their families as they begin their journey through school.	Parent, Grandparent, Foster Parent	

This is the important foundation education is built on more parents are working and do less with their kids CO is among the worst for teachers to work in any improvements mean so much	Parent, Grandparent, Foster Parent	(b)(6)
it may help increase equity for children	Early Care and Education Professional	
Every child should have the opportunity for strengths to be recognized and developed. High ability preschoolers in every student sub-group should be recognized for performance and ability having opportunities to develop abilities over time within sustainable well articulated Pre-K through grade three programming. I support the alignment of preschool programs within a birth-through-third-grade continuum of services; and • ways to sustain articulated programming for high ability/precocious students over time.	Early Care and Education Professional	
Preschool is critical to the success of our children.	Early Care and Education Professional	
we want to support the early education of successful citizens	Parent, Grandparent, Foster Parent	
children can learn so much at this age. It is so important to give the beneficial start in all domains to make them successful.	Early Care and Education Professional	
I meet children every day that need more help with early literacy	Early Care and Education Professional	
Children need high quality early childhood experiences, because they learn more in the first five years of life than any other time.	Early Care and Education Professional	
our community programs and school districts are up for the challenge to provide the opportunity for all 4yr old children	Early Care and Education Professional	
there are many children in our state that are not being served in high quality early childhood classes. All children have the right to acquire the skills necessary to be successful as they enter kindergarten and be successful later in life. Families also have the right to be involved in high quality care and education that supports them to improve their parenting skills and home life.	Early Care and Education Professional	
my 1 son who didn't go to pschool struggled every yr in school for 12 yrs.	Early Care and Education Professional	
the learning that children get in pre-school help move them forward	Early Care and Education Professional	
My child benefited greatly from the opportunity to attend preschool.	Parent, Grandparent, Foster Parent	
Colorado has a strong record in supporting children and families needing early childhood services. Colorado families struggle to find high quality programs in Colorado. Colorado has put much effort into enhancing the quality of preschool programs available for all children, particularly those with economic risk factors.	Early Care and Education Professional	
the first 5 years of life are the most critical in a child's development.	Early Care and Education Professional	
Studies have shown preschool is invaluable to society.	Parent, Grandparent, Foster Parent	
I am an educator and see the need for more quality early childhood programs. We are not reaching all children.	Early Care and Education Professional	
I feel that all children in Colorado should receive a fair early education as much as they do in their later years. Early education is very important in each child's life.	Early Care and Education Professional	
research shows that preschool leads to school readiness and success.	Early Care and Education Professional	
Too many children and not enough current spots	Parent, Grandparent, Foster Parent	
Because enrichment during preschool years is crucial!	Early Care and Education Professional	
all children need this opportunity to establish a solid foundation, not just in academics but socially, emotionally, and physically!	Early Care and Education Professional	
Early intervention works!	Early Care and Education Professional	
we are not sure how we can afford preschool for our son. It's so expensive in our area but we don't meet Head Start's requirements either.	Parent, Grandparent, Foster Parent	
Preschool lays the foundation that all education is built upon. More importantly, it is the only schooling system that specifically works on social emotional education, which is imperative to success in any educational system and in life. Without a social emotional foundation, all academic education is lost.	Early Care and Education Professional	
Delta County community is in great need of all day care for preschool aged children.	Early Care and Education Professional	
I believe it helps kids	Parent, Grandparent, Foster Parent	
All kids deserve quality early childhood care and a place to learn, grow, and develop the skills needed to be a successful member of our community!	Early Care and Education Professional	
Children benefit from the socialization and life skills taught in preschool	Parent, Grandparent, Foster Parent	
access to early childhood education provides a wide range of opportunities for children who may otherwise fall behind	Parent, Grandparent, Foster Parent	
preschool is important for kids.	Parent, Grandparent, Foster Parent	
the children need more social interaction	Parent, Grandparent, Foster Parent	
the children need more class time to be able to be successful in kindergarten and first grade.	Parent, Grandparent, Foster Parent	
I believe in investing in young lives and setting them up for success!	Parent, Grandparent, Foster Parent	
without it, my child would not be receiving the special education help he needs	Parent, Grandparent, Foster Parent	
every child need a good base for their education.	Parent, Grandparent, Foster Parent	
Preschool is the second most successful intervention (after prenatal, infant, and toddler programs)	Early Care and Education Professional	

all children deserve a great start!	Early Care and Education Professional	(b)(6)
It is needed!	Early Care and Education Professional	
My child deserves quality education early on	Parent, Grandparent, Foster Parent	
Steven Runfola	Parent, Grandparent, Foster Parent	
Early Childhood has long awaited support and now is the time for Colorado children to benefit from every opportunity available. Colorado now has support from the current Governor, the Early Childhood office at the state level, the Early Childhood Council Leadership Alliance Board, the local Early Childhood Councils in most communities as well as significant new support from Department of Human Services and Colorado Department of Education. With additional funding it would assist these entities to continue support in Early Childhood and perhaps offer all Colorado children the opportunity of a strong quality early childhood experience prior to school years.	Early Care and Education Professional	
research shows that outcomes are improved for students if they attend preschool early on!	Early Care and Education Professional	
It allows students to have opportunity for a positive education experience.	Early Care and Education Professional	
my son would not have been able to start school if not for this program. He needs help in speech development before kindergarten.	Parent, Grandparent, Foster Parent	
my daughter is in special education and it is giving her skills before kindergarten so that she can be hopefully at grade level when starting kindergarten	Parent, Grandparent, Foster Parent	
early literacy is the first step to creating lifelong learners	Early Care and Education Professional	
it is so important to our kids futures.	Parent, Grandparent, Foster Parent	
I feel preschool gives a child skills they need to be prepared for learning. I think they are more successful with learning and retaining when they have had preschool. I also think preschool prepares kids socially. A lot of kids do not understand what healthy relationships are, and preschool introduces them to this. An investment up front (providing preschool) will save us in the long run	Parent, Grandparent, Foster Parent	
The earlier kids start the better	Parent, Grandparent, Foster Parent	
Preschool is the foundation for all other educational experiences	Early Care and Education Professional	
Preschool has so many benefits. Socially, Physically, Developmentally, and Emotionally enables children to find growth more than in a home setting.	Early Care and Education Professional	
the first five years of a child's life are the foundations that shapes a child's future health, happiness, growth, development, learning achievements in school, in family, in their community and in life in general. Research has shown that the first three years is a critical time to a child's brain is being development. Early experiences provide the base for the brain's organizational development and functioning throughout life. They have a direct impact on how children develop learning skills as well as social and emotional abilities.	Early Care and Education Professional	
the needs of our children continue to grow with limited resources to reach our most impacted children.	Early Care and Education Professional	
Five of my own children benefited greatly from this early introduction to the classroom setting and start making connections with other children to enhance their social skills. "Early" is the key word. Get them out doing educational things instead of watching tv and wasting a whole year that they could have been learning life skills that will bring a lifetime of benefits.	Parent, Grandparent, Foster Parent	
I strongly believe this program provides a positive start to children and families	Parent, Grandparent, Foster Parent	
Every Child & family deserves a great start in their educational journey	Early Care and Education Professional	
Oklahoma's preschool project has shown benefits for kids	Parent, Grandparent, Foster Parent	
We see the difference a preschool experience makes for children. With confidence and skills developed in all learning domains, children are prepared for school success.	Early Care and Education Professional	
Preschool is a proven approach to improved readiness for higher education. The social emotional growth and shaping pays huge dividend in kindergarten and early elementary education.	Early Care and Education Professional	
I teach ECE and get to see the profound, positive impact early ed has on children, families, and the community. Early education is an investment in tomorrow's economy.	Early Care and Education Professional	
We need to reach our children early so that they can learn, grow and thrive.	Early Care and Education Professional	
Quality preschool experiences offer children and their families a positive educational foundation on which to build upon. It supports the child's social/emotional development as well as cognitive development and supports parents in being their child's first and most important teacher and advocate. Preschool paves the way to a more positive and successful learning experience for children.	Early Care and Education Professional	
the early years are the most important years in ensuring children lead successful lives. There is not enough high quality preschool opportunities in Colorado, so it's important to do all we can to increase the chances for our children!	Early Care and Education Professional	

what is learned during the earliest years can change the trajectory of a lifetime.	Early Care and Education Professional	(b)(6)
Quality preschool is too much out of a family budget and budgets are getting tighter. Yet school scores are becoming lower and early learning has proven to help close the gaps. Colorado needs the Preschool Development Grant to give every child the opportunity. Thank you	Early Care and Education Professional	
early intervention is the best way to ensure a child's success in school and life long skills... Research shows that children who attend a language rich preschool are more likely to graduate high school, stay married and have a job.	Early Care and Education Professional	
I see a need for more quality Preschool programs, in either a public or a private setting in the State of Colorado. Theories and studies have shown concrete evidence that a child's PLAY based preschool learning provides a crucial foundation for all future learning. A Preschool Development Grant will provide the State with start-up money to enable public and other schools with the opportunity to offer preschool programs to all preschool aged children.	Early Care and Education Professional	
all children should have access to preschool	Early Care and Education Professional	
We need to have highly qualified teachers working with students, just as Kindergarten has.	Early Care and Education Professional	
Preschool was what set my child ahead.. She was on an IFSP, but since she had early support she has never needed an IEP in elementary school.	Parent, Grandparent, Foster Parent	
Great ECE is the key to success in future education and social emotional growth. Super important!	Early Care and Education Professional	
High quality pre-school is expensive to produce, yet is very important to children's success in the future	Early Care and Education Professional	
children need support at an early age	Parent, Grandparent, Foster Parent	
ALL children need a good foundation to grow on....	Early Care and Education Professional	
this is an opportunity to make a significant positive impact on Colorado's most vulnerable children and families.	Early Care and Education Professional	
Participation in preschool predicts later success!	Early Care and Education Professional	
ECE teachers deserve to be funded/paid as all other teachers	Early Care and Education Professional	
I believe early education is the foundation to a solid future in education.	Early Care and Education Professional	
of the high expectations of the common core and the significant amount of families in Colorado who are underprivileged and can't afford good early childhood programing.. If we can provide free preschool for all students our students will be better prepared for the rigor of school.	Early Care and Education Professional	
Preschool is proven to have lasting positive effects	Early Care and Education Professional	
ALL Colorado children deserve to get a good start in school!	Parent, Grandparent, Foster Parent	
Colorado is poised to take an already strong program and make it even better. They have amazing outcomes and tremendous leadership!	Early Care and Education Professional	
We must give all children an equitable chance for a great start to life. Research clearly demonstrates that attending high quality preschool has life-long positive effects, especially for children of low income. This is the best way to invest in the future of our State and to help break the cycle of poverty.	Early Care and Education Professional	
The more we make preschool available to familie the less we have to spend in the long run for prisons.	Early Care and Education Professional	
The sooner we start, the further they go.	Early Care and Education Professional	
Children are the future, we need to help and give them every opportunity and chance to succeed.	Parent, Grandparent, Foster Parent	
Children are the future, we need to help and give them every opportunity and chance to succeed.	Parent, Grandparent, Foster Parent	
Every preschool aged child deserves a quality preschool program.	Early Care and Education Professional	
Preschool should be available to any family. Children want to go to school! let's harness the enthusiasm for learning early and improve outcomes for all by providing high quality experiences without barriers.	Early Care and Education Professional	



COLORADO

Department of Education

Exceptional Student Services Unit
1560 Broadway, Suite 1175
Denver, CO 80202-5149

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

October 2, 2014

To Whom It May Concern:

The mission of the Exceptional Student Services Unit is to build the capacity and effectiveness of Colorado educational systems in meeting the academic, social-emotional, and independent living needs of students with exceptionalities. Both research and practice have demonstrated that early intervention and support of our youngest students with disabilities will ultimately result in higher achievement, expanded learning, and improved social-emotional outcomes. I am pleased to write to you on behalf of our most vulnerable population.

The Colorado Department of Education has a quarter-century of outstanding efforts in the area of early childhood education. The State has a strong commitment to providing exemplary services, providing access to the least restrictive environment, to anchor learning in academic standards, and to move toward full-day preschool in every community. Our quality indicators for preschool education augment research based instruction and define developmentally appropriate practices.

The ESSU fully supports the Preschool Expansion Grant proposal submitted by the Colorado Department of Education and partners. It is clear that full-day preschool in quality settings is particularly important for our young children with disabilities whose individualized learning needs, by their very nature, require more time. We are sure that this grant will serve as a launching pad to excellence by providing a strong foundation for preschool education.

The Colorado Department of Education has as one of its key goals "Start Strong." This expansion grant will not only benefit the preschool children in Colorado, but will go a long way toward meeting this goal. All children have the right to a fully realized educational experience. We are fully committed to the initiatives outlined in the proposal for Preschool Development Expansion Grant funding and look forward to working with our communities, our educators, and our youngest children with disabilities and their families.

Sincerely,

(b)(6)

Randy Boyer
Assistant Commissioner and State Director of Special Education



October 3, 2014

Nan Vendegna
Program Director
Colorado Preschool Program and Results Matter Program
Colorado Department of Education
201 East Colfax Ave., Room 105
Denver, CO 80203

Ms. Vendegna:

Executives Partnering to Invest in Children (EPIC) is a coalition of business leaders, nonprofits and foundations promoting early childhood care, education, health and parenting as the highest priority of public and private investment in Colorado. EPIC understands the need for equitable access to high-quality preschool for all Colorado children.

EPIC fully endorses the Colorado Department of Education in the Preschool Development Grant application to the U.S. Department of Education and U.S. Department of Health & Human Services. The business community of Colorado stands in support of the Colorado Department of Education and the Colorado Preschool Program to consistently promote and seamlessly integrate high-quality preschool into the overall educational environment.

EPIC has recently embarked on a unique collaboration with the Colorado Department of Education to recruit and engage business representatives to join Colorado Preschool Program District Advisory Councils. In this role, EPIC provides materials and technical support to Colorado Preschool Program Coordinators speak in "business friendly" terms. Additionally, we identify local business representatives to participate in the Colorado Preschool Program and lend a business perspective.

Thank you for providing the Preschool Development Grant. The Colorado Department of Education and the Colorado Preschool Program stand ready and able to carry out the requirements of this grant. EPIC is proud to be a partner in this request and recommends an award for the children of Colorado.

Respectfully,

(b)(6)

Gloria Higgins
President

PR/Award # S419B150022

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October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

The Early Childhood Colorado Partnership (Partnership) is pleased to support the Colorado Department of Education and its various subgrantees' application for Preschool Development Expansion funds. The Partnership is Colorado's Early Childhood Comprehensive Systems Grant (ECCS) multi-sector, collaborative body. The Partnership is a network of partners from state and local agencies, statewide nonprofits, local early childhood councils, foundations and universities committed to ensuring the vision of the *Early Childhood Colorado Framework* is effectively implemented in Colorado. The Partnership provides the space and conditions for diverse partners across the comprehensive early childhood system--encompassing health, mental health, family support and early learning--to come together, identify common results, share best practices, implement strategies and track progress towards indicators of child and family wellbeing and systems performance improvement.

Colorado's current ECCS grant, *Early Childhood Comprehensive Systems -- Building Health through Integration*, focuses on mitigating toxic stress and trauma for infants and toddlers. The Partnership is fully committed to the initiatives outlined in Colorado Department of Education's proposal for Preschool Development Expansion Grant funding as preschool can be a powerful prevention and intervention strategy to preventing early adversities and mitigating toxic stress in young children.

The Partnership network has supported and been deeply involved in Colorado's powerful strides forward toward ensuring children have high-quality early learning supports and environments. Colorado has continually committed to increase access to high-quality preschool and early learning programs like Head Start, even in the face of a dire budgetary climate and political opposition. The Partnership and the Colorado Department of Education remain committed to continuing efforts to expand early learning opportunities to the many vulnerable children in our state who are not able to access these vital supports.

Sincerely,

(b)(6)

Janine Pryor

(b)(6)

Mary Martin

(b)(6)

Sarah Davidon

Early Childhood Colorado Partnership Steering Committee Chairs



October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

The Early Childhood Council Leadership Alliance (ECCLA) is writing to express full support of the Colorado Department of Education and its various subgrantees' application for Preschool Development Expansion funds. Colorado is one of many states across the nation striving to link early learning, health, mental health, family support, and parent education so that families and young children experience an equitable, high-quality continuum of services and supports that leads to success in school and life.

Following the Colorado General Assembly's establishment of Consolidated Child Care Pilots in 1996, several communities established coalitions to strengthen local early childhood systems and better serve children ages 0-8. Over time, more communities joined this effort, ultimately leading to legislation in 2006 which established the Early Childhood Councils (HB07-1062). Currently there are 31 Early Childhood Councils serving 58 out of 64 Colorado counties. Through this system Colorado has built and maintains high-level and "real" community collaboration across EC sectors.

The role of the Early Childhood Council Leadership Alliance is to assist local communities throughout the state to develop and implement systems that successfully promote and improve early childhood services so that more children are benefiting from early learning resources. Through strong partnerships with local and state partners, communities work together to strategically plan and implement efforts to address barriers to access and availability of services and supports for young children and families. In doing this Colorado has made recent and significant investment in its state preschool program (CPP) and has taken action to grow full-day preschool throughout the state.

ECCLA is fully committed to the initiatives outlined in Colorado Department of Education's proposal for Preschool Development Expansion Grant funding. I am writing to affirm this commitment and our intended involvement in implementation of the initiative. Thank you for this opportunity to tell you about the work and successes of our early childhood and preschool systems and services in Colorado.

Sincerely,

(b)(6)

Maro Zagoras
Executive Director

(b)(6)

Early Childhood Council Leadership Alliance (ECCLA)



1580 LOGAN STREET, SUITE 210
DENVER, COLORADO 80203
Tel: 303-866-3299 Fax: 303-866-2530
www.csi.state.co.us

CHARTER SCHOOL INSTITUTE

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern,

Please accept this letter as confirmation of support from the Charter School Institute of the Colorado Department of Education's application for the Preschool Development Expansion funds. The Charter School Institute is a statewide charter school authorizer whose portfolio includes schools serving preschool-aged children. We currently have three public preschools participating in the Colorado Preschool Program as well as private preschools operating on the school grounds of others. The Charter School Institute's portfolio of schools serving high-risk students continues to expand; therefore, the need for additional funding in the state of Colorado is of immediate concern for our schools and for the students for which our schools serve. It is our schools' need to further increase the quality of preschool programs currently in existence as well as support the expansion efforts to provide preschool access to more children. The Charter School Institute and its schools work with the Colorado Department of Education to work towards achieving high quality programs for preschool students served.

During the last two preschool program expansions in the state of Colorado, it is clear that a high priority within these expansions is to expand full-day preschool to ensure children are given the necessary additional preschool access they need to be kindergarten ready. Expanding the preschool program even further for the state of Colorado would be extremely helpful to expand the reach of students in need of these programs.

A few years back, the Charter School Institute applied and received only enough funding to support 35 eligible children on behalf of one school within the portfolio. Within two years of receiving the funding for the 35 eligible children, the number of eligible children needed to support the Charter School Institute's growing portfolio tripled. It was not until the following year during an expansion that the Charter School Institute was able to obtain funding for additional eligible children to meet the increasing demand to serve eligible children in high quality preschool programs. The following year, the Charter School Institute was again in the same situation, and yet again requested additional funding for eligible children to support the increasing demand needed for our portfolio's children. The Charter School Institute continues to expand, and therefore the need for additional funding is still on the rise for our portfolio schools.

We appreciate your consideration of Colorado's application.

Sincerely,

(b)(6)
(b)(6) Lindsay Hull (b)(6)

Submissions, Nutrition and Programs Director/CSI Preschool Advisory Council Liaison
Charter School Institute



October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

Thank you for this opportunity to tell you about the work and successes of our early childhood and preschool systems and services in Colorado and to express the support of Clayton Early Learning (Clayton) for the initiatives outlined in the Colorado Department of Education proposal for Preschool Development Expansion Grant funding.

The Schools at Clayton Early Learning provide high-quality direct services to approximately 650 primarily low-income children and their families across our programming options and is a member of the national Educare Learning Network. Clayton was designated by the U.S. Department of Health and Human Services in 2010 as one of ten national Centers of Excellence in Early Childhood through a competitive review process. Clayton Early Learning has been a national leader in full implementation of the Head Start and Early Head Start performance standards for more than over 20 years. Indicators of expertise and capacity include:

- Federal on-site monitoring reviews in 2006, 2009, and 2012 found the program in full compliance with all Head Start performance standards, including fiscal requirements.
- The Educare Denver School at Clayton Early Learning achieved re-accreditation by the National Association for the Education of Young Children (NAEYC) in 2011.
- On its most recent (February 2012) Qualistar rating, Educare Denver earned four of four possible stars. Qualistar is the state's current voluntary QRIS.

The Institute at Clayton Early Learning works collaboratively with the Schools to develop new and effective practices and share them statewide with early childhood professionals and programs through professional development, teacher preparation, evaluation and quality improvement activities. This synergistic partnership between the Schools and the Institute offers a continuous loop linking research, practice and professional development by identifying and disseminating the most effective, proven methods for preparing young children for success in school. In 2013, the Institute provided professional development and technical assistance to more than 450 early care and learning programs and over 2,500 early learning professionals across the state.

A key element of Clayton's success is the ability to cultivate both public and private partnerships and to engage in shared initiatives both locally and statewide that help to enhance the Colorado approach to high quality early education. These collaborations allow us to extend our proven and promising practices far beyond the walls of our own programs. In addition, Clayton staff participate in citywide and statewide coordinating and policy boards where their expertise and leadership help shape the evolution of early childhood education policy and systems.

We have a longstanding relationship with Colorado Department of Education having partnered and supported them on several state and federal initiatives. In addition, Clayton Early Learning fiscally and programmatically collaborates with Denver Public Schools to effectively serve young children and ensure successful transitions into K-12. We currently offer state and locally funded preschool to more than 250 children in our two schools under contract with Denver Public Schools. We successfully blend and braid this funding with several other federal, state and private sources to ensure a high quality early learning experience for each child.

We are confident Colorado's ability to maximize the impact of these federal funds and applaud the Colorado Department of Education's dedication to a shared vision of access to high-quality preschool services for young children with a mixed delivery model approach. Clayton, along with several state partners, has strongly advocated for the recent and significant investment in its state preschool program (CPP). Our "centerpiece" is our systems for quality – standards, ratings, monitoring – that reflect 25 years of work, and align with accreditation standards, best practices and the latest research. We have solid and tested early learning guidelines that are anchored in academic standards and Head Start performance outcomes, providing a strong foundation in the broad/local approach to preschool. We look forward to providing additional quality preschool programming to Colorado children in partnership with the Colorado Department of Education through this grant opportunity.

Sincerely,

(b)(6)

Charlotte M. Brantley
President and CEO
Clayton Early Learning



Colorado Head Start Association



October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern,

The Colorado Head Start Association (CHSA) supports the Colorado Department of Education and its various subgrantees' application for Preschool Development Expansion. As a vocal champion for Colorado's most vulnerable children, CHSA recognizes the need and importance of providing more high quality services for young children in Colorado.

CHSA is an organization made up of directors, staff, families, and community partners representing Early Head Start and Head Start. Our purpose includes promoting comprehensive quality services for young children and families to be successful in school and in life. We view the Preschool Development Expansion as an exciting opportunity to build upon the strong foundation that the state of Colorado and the early childhood community has developed and is continually working to improve.

This effort is an important step in building more full-day programming for children and working families. Many Head Start programs throughout the state partner with the Colorado Preschool Program (CPP) to provide full-day preschool, but we acknowledge that there are many eligible children not receiving services. This new funding source would allow Colorado to maximize current programming and serve more children. In addition, this initiative will strengthen and/or create partnerships between school districts, Head Start programs and community early childhood programs to better serve our communities.

Colorado has taken steps over the past several years to increase quality and enhance comprehensive services for young children. CHSA believes Colorado is in an excellent position to work with the U.S. Department of Education on this preschool initiative.

Feel free to contact Alberto Torres, President of CHSA, at ATorres2@ccdenver.org or (720) 877-3315 with any questions.

Sincerely,

CHSA

CHSA Executive Committee

www.coloheadstart.org

PR/Award # S419B150022

Page e130



COLORADO

Department of Human Services

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

October 9, 2014

To Whom It May Concern:

I am pleased to be writing this letter to you in support of the Colorado Department of Education and its sub-grantees' application for Preschool Development Expansion Grant. Colorado Department of Human Services (CDHS) is fully committed to the initiatives outlined in the Colorado Department of Education's proposal for Preschool Development Expansion Grant funding.

Colorado's Office of Early Childhood, housed within CDHS, is dedicated to ensuring that all children, and especially children with high needs, have a solid start with caring adults who provide learning and development opportunities in every setting—homes, child care centers, and schools. Specific efforts include a universal kindergarten assessment, Early Learning and Development Guidelines (birth to 8 years of age), and expanded use of standardized developmental screenings to support early identification and referral.

CDHS and the Office of Early Childhood have a longstanding relationship with the Colorado Department of Education, and are currently partnering on federally-funded Race to the Top Early Learning Challenge Grant initiative. Collaboratively the two Departments are working on preparing effective early learning professionals by employing a state-of-the-art work force competency ladder, as well as launching Colorado's Next Generation Quality Rating and Improvement System (QRIS) for all licensed child care and early learning programs across the state.

Colorado is uniquely positioned to maximize the impact of federal funding, with a strong focus on improving the quality of, and access to, early childhood services:

- In 2013, the Colorado legislature passed HB 13-1291 which provides communities across the state with funds to increase the quality of infant and toddler child care; increase slots in high quality child care for low-income families; implements tiered reimbursement for Colorado Child Care Assistance Program payments; and promotes family engagement in a child's school.
- In 2014, the Colorado Legislature passed HB 14-1317 dramatically modifying the Colorado Child Care Assistance Program. The bill increases families' access to high quality child care by providing more flexibility for participation by capping co-pays for families at 100% of the Federal Poverty Level (FPL) at no more than 1% of their income; gradually increasing co-pays for families above 100% of FPL; and raising the state's eligibility floor from 130% to 165% of FPL.
- Also in 2014, the Colorado invested more than (b)(4) to develop a grant program for early care provides for the purchase of educational materials; coaching and technical assistance to increase provider quality; and professional development.



The Colorado Department of Human Services is committed to ensuring the success of statewide preschool programs in an effort to continue to improve the early childhood experiences of children and families in Colorado.

As stated above, we are in full support of the Colorado Department of Education's application for the Preschool Development Expansion Grant, and look forward to our continued partnership in ensuring that all Colorado children are prepared for kindergarten and reading proficiently by third grade.

Sincerely,

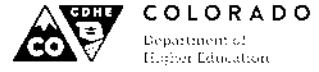
(b)(6)

Reggie Bicha
Executive Director
Colorado Department of Human Services



STATE OF COLORADO

COLORADO DEPARTMENT OF HIGHER EDUCATION
COLORADO DEPARTMENT OF EDUCATION



U.S. Department of Education
550 12th Street SW
Washington, DC 20202

October 3, 2014

To Whom It May Concern:

It is with great enthusiasm that I write to support the Colorado Department of Education's proposal for funding through the Preschool Development Expansion Grant. The partners supporting the development and implementation of this application are deeply committed and strategically positioned to create positive change in early childhood and preschool systems and services in Colorado.

The increased diversity of our state's student population invites teachers and leaders to collaboratively construct programs designed to improve outcomes for all students, including our youngest citizens. As Colorado's Educator Preparation Project Manager, I support innovation in educator preparation; specifically supporting educator preparation programs in aligning with Colorado Academic Standards, including the embedded 21st century skills in all ten content areas (Colorado Achievement Plan for Kids, or CAP4K, S.B. 08-212) and educator quality standards and measures of student learning (Great Teachers and Leaders Act, S.B. 10-191). In this role, I have worked in collaboration with Institutions of Higher Education across the state to utilize human-centered design to meet the needs of our E-12 system. This includes providing high quality, outcomes-based preparation and continuing professional learning opportunities to nurture the development of extraordinary educators. Additionally, my colleagues at Colorado Department of Higher Education and Colorado Department of Education are committed to working collaboratively to ensure that each and every student achieves academic and personal excellence. This application provides an extraordinary opportunity for our agencies to collaboratively lead, inspire, and elevate our profession.

Sincerely,

(b)(6)

Jennifer Arzberger
Educator Preparation Project Manager



COLORADO
Department of
Higher Education



P 303.866.4190 | F 303.866.4266 | C 720.933.9236
1560 Broadway, Suite 1600, Denver, CO 80202
Jennifer.Arzberger@dhe.state.co.us



COLORADO

Department of Education

Improvement Planning Unit
201 East Colfax Avenue
Denver, CO 80203-1799

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

October 3, 2014

To Whom It May Concern:

I am writing this letter in full support of the Colorado Department of Education (CDE) and its various subgrantees' application for Preschool Development Expansion funds. The Colorado Department of Education and its subgrantees are committed to expanding their support and resources for Colorado's youngest and more vulnerable children. The Preschool Development Grant will assist with these efforts.

As the Director of Family Partnerships at CDE, I am particularly interested in and impressed with the Colorado Preschool Program's (CPP) outreach to families and the community for student success. State legislation outlines family participation in their children's education, including involvement on advisory councils and an annual school district report about family engagement activities. Other family partnership activities include: home visits, volunteering opportunities, committee membership and leadership, policy advisory, home activities, family data nights, and assessment participation. The CPP and its subgrantees recognize that family engagement is critical for student success and to that end ensure that families have the resources and information necessary to support their children's learning.

The Colorado Preschool Program is currently authorized to service 28,360 at-risk children. Since its inception in 1988, the CPP has served over 289,000 young children. Funding from the Preschool Development Grant will increase these numbers and help more at-risk young children receive a high quality education and accomplish CDE's four strategic goals: start strong, read by third grade, meet or exceed standards, and graduate ready. Thank you for your consideration of the Colorado Department of Education and its subgrantees to receive funding through the Preschool Development Grant.

Sincerely,

(b)(6)

Darcy Hutchins, Ph.D.
Director of Family Partnerships
Colorado Department of Education





U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

October 6, 2014

On behalf of the Colorado Children's Campaign, thank you for the opportunity to write in support of Colorado's application for a Preschool Expansion Grant. Ensuring children have access to high-quality preschool experiences is one of our best strategies for addressing gaps in student performance and putting children on a path to school and life success. Colorado's application will address challenges of both increasing access and improving quality and we encourage you to act favorably on it.

Founded in 1985, the Children's Campaign is Colorado's leading statewide, non-profit, non-partisan child advocacy organization. Over our 29-year history, we have established a successful track record of identifying policy impediments to and opportunities for child success, researching effective interventions, building public and policymaker support for solutions and ultimately effecting critical change to improve the lives of children. We are backed by a coalition of advocates representing 43 of Colorado's 64 counties, known as our "It's About Kids Network." Through community-based leadership, state policy development, and coordinated advocacy, we work to support all of Colorado's children and ensure every child has every chance to succeed.

We have worked closely with the early childhood community as well as the Colorado Department of Education over several decades to improve the quality of children's experiences as young learners. The Children's Campaign was proud to help establish Colorado's publicly-funded pre-K program nearly 25 years ago and has been advocating for both quality improvement and expansion efforts ever since. The program has grown from a pilot of 500 children to now serving over 20,000 at-risk 3- and 4-year-olds. Over the past two legislative sessions, we have worked with legislators and advocates to fund two significant expansions of the state's investment in preschool and look forward to continuing that work in the 2015 legislative session. Colorado's status as a Race to the Top – Early Learning Challenge state, as a national leader in the field of early childhood policy, and as a model of cross-sector collaboration qualify us as a place well-positioned to successfully expand access through this grant opportunity.

We are committed to work with CDE as a research, policy, and advocacy organization to support the Preschool Expansion initiative. By connecting thought leaders and state policymakers with the experiences of communities and the needs of young children, the Children's Campaign works to advocate for the policies that will place all of our kids on a path to success. This expansion opportunity represents the next step for early learning in the state and builds on our state's great momentum.

Sincerely,

(b)(6)

Chris Watney
President and CEO
Colorado Children's Campaign
Chris@coloradokids.org
(303) 620-4529



TEMPLE HOYNE BUELL FOUNDATION

October 2, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am writing to express our support of the Colorado Department of Education's (CDE) proposal for Preschool Development and Expansion Grant funding. We are excited about the potential opportunity and will continue to encourage the ongoing effort of this group as they work to improve the early childhood landscape in Colorado.

The Temple Hoyne Buell Foundation has a long history of supporting a comprehensive early childhood system in Colorado. We are the only funder in Colorado devoted specifically to improving the education, development, and well-being of Colorado's youngest citizens (children zero to five years of age). Over the past 20 years, the Foundation has invested more than (b) (b)(4) in nonprofit and government agencies in the state, leveraging hundreds of millions of public and private dollars to support the healthy development and learning of young children. It is through partnerships with the CDE, and other important stakeholders in this system, that we have been able to move the state toward improved access, affordability, and quality of preschool and other early childhood services.

Like CDE, the Temple Hoyne Buell Foundation supports not only quality preschool in the state, but an effective continuum of education for our young students. As we move into the future, the Foundation is steadfast in its commitment to support improved quality of early learning and preschool environments, improved teacher and child interactions, and professional development for early learning professionals. In addition, the Foundation is currently implementing an initiative that supports Colorado schools districts' development of inclusive, effective transitions programs for students entering kindergarten. Through our work we will be able to enhance the effect of CDE's proposal for preschool expansion by facilitating improved quality and common assessment and language across settings throughout Colorado.

Please do not hesitate to contact me should you have any questions or require further information.

Sincerely,

(b)(6)

Susan J. Steele
Executive Director



October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Ability Connection Colorado, Inc. hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that using for activities and services that help achieve the outcomes of the State Plan); and Ability Connection Colorado, Inc.
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Ability Connection Colorado, Inc. will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and Ability Connection Colorado, Inc. with the Ability Connection Colorado, Inc. budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");



Pat Sanchez
Superintendent
5291 East 60th Ave.
Commerce City, CO 80022
P: 303-289-3940

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, ADAMS 14 SCHOOL DISTRICT hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that ADAMS 14 SCHOOL DISTRICT is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, ADAMS 14 SCHOOL DISTRICT will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that ADAMS 14 SCHOOL DISTRICT is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the ADAMS 14 SCHOOL DISTRICT budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist ADAMS 14 SCHOOL DISTRICT in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with ADAMS 14 SCHOOL DISTRICT in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for ADAMS 14 SCHOOL DISTRICT in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Adams 14's budget, as identified in Exhibit II;
- 3) Providing feedback on Adams 14's status updates, any interim reports, and project plans and products;
- 4) Keeping ADAMS 14 SCHOOL DISTRICT informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that ADAMS 14 SCHOOL DISTRICT is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Adams 14's Implementation of High-Quality Preschool Programs.

Further, it is understood that ADAMS 14 SCHOOL DISTRICT and the Colorado Department of Education will:

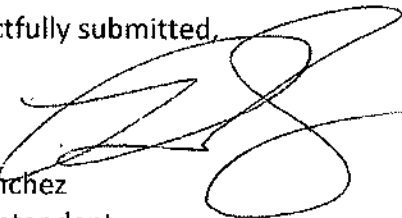
- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.

- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect ADAMS 14 SCHOOL DISTRICT or when Adams 14's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or ADAMS 14 SCHOOL DISTRICT plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that ADAMS 14 SCHOOL DISTRICT is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and ADAMS 14 SCHOOL DISTRICT, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'PS', with a large, stylized loop at the end.

Pat Sanchez
Superintendent
Adams 14 School District

- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Ability Connection Colorado, Inc. in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Ability Connection Colorado, Inc. in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Ability Connection Colorado, Inc. in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with b Ability Connection Colorado, Inc.'s budget, as identified in Exhibit II;
- 3) Providing feedback on Ability Connection Colorado, Inc.'s status updates, any interim reports, and project plans and products;
- 4) Keeping Ability Connection Colorado, Inc. informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Ability Connection Colorado, Inc. is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Implementation of Ability Connection Colorado, Inc.'s High-Quality Preschool Programs.

Further, it is understood that Ability Connection Colorado, Inc. and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool DevelopmentExpansion Grant, including when the State Plan requires modifications that affect Ability Connection Colorado, Inc. or when Ability Connection Colorado, Inc.'s Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Ability Connection Colorado, Inc. plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Ability Connection Colorado, Inc. is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and, Ability Connection Colorado, Inc. or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Judith I. Ham
President and CEO
Ability Connection Colorado, Inc.

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Alamosa School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Alamosa School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Alamosa School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Alamosa School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Alamosa School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants Expansion Grant;

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Alamosa School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Alamosa School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Alamosa School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Alamosa School District's budget, as identified in Exhibit II;
- 3) Providing feedback on Alamosa School District's status updates, any interim reports, and project plans and products;
- 4) Keeping Alamosa School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Alamosa School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Alamosa School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Alamosa School District and the Colorado Department of Education will:

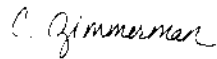
- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Alamosa School District, or when Alamosa School District's Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Alamosa School District plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Alamosa School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Alamosa School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,



Carrie Zimmerman
Assistant Superintendent
Alamosa School District



October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Boulder Valley School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Boulder Valley School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Boulder Valley School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Boulder Valley School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Boulder Valley School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Boulder Valley School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Boulder Valley School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Boulder Valley School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Boulder Valley School District's budget, as identified in Exhibit II;
- 3) Providing feedback on Boulder Valley School District's status updates, any interim reports, and project plans and products;
- 4) Keeping Boulder Valley School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Boulder Valley School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Boulder Valley School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Boulder Valley School District and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Boulder Valley School District, or when Boulder Valley School District's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Boulder Valley School District plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Boulder Valley School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Boulder Valley School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Bruce Messinger".

Bruce Messinger, Ph.D
Superintendent
Boulder Valley School District
6500 Arapahoe Road
Boulder, Colorado 80303
720-561-5077
Kimberly.bloemen@bvsd.org

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Bright Futures hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Bright Futures is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Bright Futures will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Bright Futures is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Bright Futures budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Bright Futures in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Bright Futures in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Bright Futures in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Bright Futures budget, as identified in Exhibit II;
- 3) Providing feedback on BELA, RE-1J Head Start Childhood Centers, Prime Time and Telluride Early Childhood Center's status updates, any interim reports, and project plans and products;
- 4) Keeping Bright Futures informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Bright Futures is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring BELA, RE-1J Head Start Childhood Centers, Prime Time and Telluride Early Childhood Center's Implementation of High-Quality Preschool Programs.

Further, it is understood that Bright Futures and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Bright Futures, or when BELA, RE-1J Head Start Childhood Centers, Prime Time and Telluride Early Childhood Center's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Bright Futures plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Bright Futures is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Bright Futures, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Kathleen Merritt
Executive Director
Bright Futures

Administration
Dr. Michelle Johnstone
Superintendent
Jerry Osborn
School Business Officer
Tracy Amen, PHR
HR Specialist/Executive Asst

Brush School District
Re-2(J)
P.O. Box 585 - 527 Industrial Park Road
Brush, CO 80723
Telephone (970)842-5176 Fax (970)842-4481
www.brushschools.org

Board of Education
Dianne Cox
Michael Dixon
Margo Mesch
Brad Mortensen
Marty Stratman
John Trujillo
Warren Walker

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Brush School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Brush School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Brush School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Brush School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Brush School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local



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PR/Award # S419B150022

privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;

- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Brush School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Brush School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Brush School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Brush School District budget, as identified in Exhibit II;
- 3) Providing feedback on Brush School District status updates, any interim reports, and project plans and products;
- 4) Keeping Brush School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Brush School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Brush School Districts' Implementation of High-Quality Preschool Programs.

Further, it is understood that Brush School District and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Brush School District, or when Brush School Districts' Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Brush School District plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Brush School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Brush School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of



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Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,



Dr. Michelle Johnstone
Superintendent
Brush School District



Making a difference in our world... student-by-student

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Canon City Schools hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Canon City Schools is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Canon City Schools will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Canon City Schools is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Canon City Schools budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Canon City Schools in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Canon City Schools in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Canon City Schools in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Canon City Schools budget, as identified in Exhibit II;
- 3) Providing feedback on Canon City Schools status updates, any interim reports, and project plans and products;
- 4) Keeping Canon City Schools informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Canon City Schools is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Canon City Schools Implementation of High-Quality Preschool Programs.

Further, it is understood that CANON CITY SCHOOLS and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect CANON CITY SCHOOLS, or when CANON CITY SCHOOLS'S Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or CANON CITY SCHOOLS plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 519 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

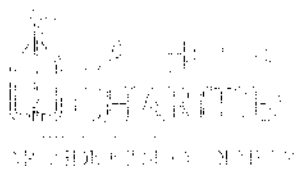
It is understood that if the Colorado Department of Education determines that CANON CITY SCHOOLS is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and CANON CITY SCHOOLS, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Robin Gooldy", written in a cursive style.

NAME: Robin Gooldy
TITLE: Superintendent
CANON CITY SCHOOLS



October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom it May Concern:

This letter is written and signed to establish a framework of collaboration and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Catholic Charities hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Catholic Charities is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Catholic Charities will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Catholic Charities is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Catholic Charities budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Catholic Charities in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Catholic Charities in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Catholic Charities in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Catholic Charities' budget, as identified in Exhibit II;
- 3) Providing feedback on Catholic Charities' status updates, any interim reports, and project plans and products;
- 4) Keeping Catholic Charities informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Catholic Charities is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Catholic Charities' Implementation of High-Quality Preschool Programs.

Further, it is understood that Catholic Charities and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Catholic Charities, or when Catholic Charities' Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Catholic Charities plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Catholic Charities is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Catholic Charities, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

(b)(6)

Larry Smith
President and CEO
Catholic Charities and Community Services of the Archdiocese of Denver

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Center Consolidated School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Center Consolidated School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Center Consolidated School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Center Consolidated School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Center Consolidated School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Center Consolidated School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Center Consolidated School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Center Consolidated School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Center Consolidated School District's budget, as identified in Exhibit II;
- 3) Providing feedback on Center Consolidated School District's status updates, any interim reports, and project plans and products;
- 4) Keeping Center Consolidated School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Center Consolidated School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Center Consolidated School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Center Consolidated School District and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Center Consolidated School District, or when Center Consolidated School District's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Center Consolidated School District plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Center Consolidated School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Center Consolidated School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'G. Welsh', is written over a horizontal line.

George Welsh
Superintendent of Schools
Center Consolidated School District



October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, CLAYTON EARLY LEARNING hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that CLAYTON EARLY LEARNING is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, CLAYTON EARLY LEARNING will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that CLAYTON EARLY LEARNING is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the CLAYTON EARLY LEARNING budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Expansion Grant.

Clayton Early Learning, 2901 Martin Luther King Blvd., Denver, CO 80205

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist CLAYTON EARLY LEARNING in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with CLAYTON EARLY LEARNING in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for CLAYTON EARLY LEARNING in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with CLAYTON EARLY LEARNING'S budget, as identified in Exhibit II;
- 3) Providing feedback on CLAYTON EARLY LEARNING'S status updates, any interim reports, and project plans and products;
- 4) Keeping CLAYTON EARLY LEARNING informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that CLAYTON EARLY LEARNING is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring CLAYTON EARLY LEARNING'S Implementation of High-Quality Preschool Programs.

Further, it is understood that CLAYTON EARLY LEARNING and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect CLAYTON EARLY LEARNING, or when CLAYTON EARLY LEARNING'S Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or CLAYTON EARLY LEARNING'S plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and

- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that CLAYTON EARLY LEARNING is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and CLAYTON EARLY LEARNING, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Charlotte M. Brantley
President and CEO
Clayton Early Learning

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, South Conejos Preschool hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that, South Conejos Preschool is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, AGENCY NAME will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that, South Conejos Preschool is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the, South Conejos Preschool budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist, South Conejos Preschool in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with , South Conejos Preschool in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for , South Conejos Preschool in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with , South Conejos Preschool budget, as identified in Exhibit II;
- 3) Providing feedback on , South Conejos Preschool status updates, any interim reports, and project plans and products;
- 4) Keeping , South Conejos Preschool informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that , South Conejos Preschool is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring, South Conejos Preschool Implementation of High-Quality Preschool Programs.

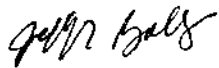
Further, it is understood that, South Conejos Preschool and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect, South Conejos Preschool, or when , South Conejos Preschool's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or , South Conejos Preschool plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that , South Conejos Preschool is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and, South Conejos Preschool, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Jeff Bollinger".

Jeffrey Bollinger
Superintendent
South Conejos School District



Discover a World of Opportunity™

Early Education Department

Emily Griffith Campus
1860 Lincoln Street, 9th Floor
Denver, CO 80203
www.dpsk12.org

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Denver Public Schools hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Denver Public Schools is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Denver Public Schools will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Denver Public Schools is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Denver Public Schools budget included in Exhibit II of this agreement;

- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Denver Public Schools in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Denver Public Schools in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Denver Public Schools in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Denver Public Schools' budget, as identified in Exhibit II;
- 3) Providing feedback on Denver Public Schools' status updates, any interim reports, and project plans and products;
- 4) Keeping Denver Public Schools informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Denver Public Schools is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Denver Public Schools' Implementation of High-Quality Preschool Programs.

Further, it is understood that Denver Public Schools and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.

- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Denver Public Schools, or when Denver Public Schools' Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Denver Public Schools plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Denver Public Schools is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Denver Public Schools, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Cheryl M. Caldwell
Director of Early Education
Denver Public Schools

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Eagle County School District's Early Childhood Department (ECS-ECE) hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that ECS-ECE is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, ECS-ECE will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that ECS-ECE is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the ECS-ECE budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and EAGLE COUNTY SCHOOL DISTRICT'S EARLY CHILDHOOD DEPARTMENT, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Shelley Smith

Director

Eagle County School District- Early Childhood Department

October 6, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, **ENGLEWOOD SCHOOLS/Arapahoe #1** hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that **Englewood Schools/Arapahoe #1** is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, **Englewood Schools/Arapahoe #1** will:

Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;

- 1) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that **Englewood Schools/Arapahoe #1** is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the **Englewood Schools/Arapahoe #1** budget included in Exhibit II of this agreement;
- 2) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 3) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 5) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 6) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 7) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 8) Minimize local administrative costs; and
- 9) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist **Englewood Schools/Arapahoe #1** in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with **Englewood Schools/Arapahoe #1** in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for **Englewood Schools/Arapahoe #1** in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with **Englewood Schools/Arapahoe #1** budget, as identified in Exhibit II;
- 3) Providing feedback on **Englewood Schools/Arapahoe #1** status updates, any interim reports, and project plans and products;
- 4) Keeping **Englewood Schools/Arapahoe #1** informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that **Englewood Schools/Arapahoe #1** is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring **Englewood Schools/Arapahoe #1** Implementation of High-Quality Preschool Programs.

Further, it is understood that **Englewood Schools/Arapahoe #1** and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect **Englewood Schools/Arapahoe #1**, or when **Englewood Schools/Arapahoe #1** Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or **Englewood Schools/Arapahoe #1** plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that **Englewood Schools/Arapahoe #1** is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and **Englewood Schools/Arapahoe #1**, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,



Brian Ewert
Superintendent
Englewood Schools/Arapahoe #1

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs' budget, as identified in Exhibit II;
- 3) Providing feedback on Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs' status updates, any interim reports, and project plans and products;
- 4) Keeping Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs' Implementation of High-Quality Preschool Programs.

Further, it is understood that Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;

- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs, or when Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs' Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Tami Havener

Executive Director

Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Fountain-Fort Carson School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I;
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Fountain-Fort Carson School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Fountain-Fort Carson School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Fountain-Fort Carson School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Fountain-Fort Carson School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Fountain-Fort Carson School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Fountain-Fort Carson School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Fountain-Fort Carson School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Fountain-Fort Carson School District's budget, as identified in Exhibit II;
- 3) Providing feedback on Fountain-Fort Carson School District's status updates, any interim reports, and project plans and products;
- 4) Keeping Fountain-Fort Carson School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Fountain-Fort Carson School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Fountain-Fort Carson School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Fountain-Fort Carson School District and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Fountain-Fort Carson School District, or when Fountain-Fort Carson School District's Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Fountain-Fort Carson School District plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Fountain-Fort Carson School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Fountain-Fort Carson School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Montina Romero, Ph.D.
Director of Special Education
Fountain-Fort Carson School District 8

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, the Rural Resort Region Northeast Early Childhood Council (Fiscal Agent is Grand Beginnings) hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that the Rural Resort Region Northeast Early Childhood Council is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, the Rural Resort Region Northeast Early Childhood Council will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Rural Resort Region Northeast Early Childhood Council is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Rural Resort Region Northeast Early Childhood Council budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist the Rural Resort Region Northeast Early Childhood Council in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with the Rural Resort Region Northeast Early Childhood Council in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for the Rural Resort Region Northeast Early Childhood Council in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with the Rural Resort Region Northeast Early Childhood Council budget, as identified in Exhibit II;
- 3) Providing feedback on the Rural Resort Region Northeast Early Childhood Council status updates, any interim reports, and project plans and products;
- 4) Keeping Rural Resort Region Northeast Early Childhood Council informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that the Rural Resort Region Northeast Early Childhood Council is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Rural Resort Region Northeast Early Childhood Council Implementation of High-Quality Preschool Programs.

Further, it is understood that the Rural Resort Region Northeast Early Childhood Council and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect the Rural Resort Region Northeast Early Childhood Council, or when the Rural Resort Region Northeast Early Childhood Council Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or the Rural Resort Region Northeast Early Childhood Council plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that the Rural Resort Region Northeast Early Childhood Council is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and the Rural Resort Region Northeast Early Childhood Council, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Maegan Lokteff, PhD

Executive Director

Grand Beginnings – Rural Resort Region Northeast Early Childhood Council

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Gunnison Watershed School District RE1J hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Gunnison Watershed School District RE1J is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Gunnison Watershed School District RE1J will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Gunnison Watershed School District RE1J is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Gunnison Watershed school District RE1J budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Gunnison Watershed School District RE1J in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Gunnison Watershed School District RE1J in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Gunnison Watershed School District RE1J in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Gunnison Watershed School District RE1J budget, as identified in Exhibit II;
- 3) Providing feedback on Gunnison Watershed School District RE1J status updates, any interim reports, and project plans and products;
- 4) Keeping Gunnison School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Gunnison School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Gunnison School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Gunnison School District and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Gunnison School District, or when Gunnison School District's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Gunnison School District's plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Gunnison School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Gunnison School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

(b)(6)

Marta J Smith
Special Services Director
Gunnison RE1J School district

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Huerfano Re-1 hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Huerfano Re-1 is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 87, 88 and 89), and the debarment and suspension regulations in 2 CFR Part 201.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Huerfano Re-1 will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Huerfano RE-1 is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Huerfano RE-1 budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Huerfano Re-1 in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Huerfano Re-1 in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Huerfano Re-1 in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Huerfano Re-1 budget, as identified in Exhibit II;
- 3) Providing feedback on Huerfano Re-1 status updates, any interim reports, and project plans and products;
- 4) Keeping Huerfano Re-1 informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Huerfano-Re-1 is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Huerfano-Re-1 Implementation of High-Quality Preschool Programs.

Further, it is understood that Huerfano RE-1 and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Huerfano RE-1, or when Huerfano Re-1's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Huerfano RE-1 plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Huerfano-RE-1 is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Huerfano RE-1, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Michael Moore".

Michael Moore
Superintendent
Huerfano Re-1 School District

Jolene Nation
Director
Huerfano Re-1 School District

(b)(6)

A large rectangular black box used to redact information, likely a date or specific details of the agreement.

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, the Las Animas School District Re-1 (LASD Re-1) hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work.
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan.
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that LASD Re-1 is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, LASD Re-1 will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that LASD Re-1 is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the LASD Re-1.3
- 3) budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist LASD Re-1 in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with LASD Re-1 in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for LASD Re-1 in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with LASD Re-1 budget, as identified in Exhibit II;
- 3) Providing feedback on LASD Re-1 status updates, any interim reports, and project plans and products;
- 4) Keeping LASD Re-1 informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that LASD Re-1 is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring LASD Re-1 implementation of High-Quality Preschool Programs.

Further, it is understood that LASD Re-1 and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect LASD Re-1, or when LASD Re-1 Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or LASD Re-1 plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that LASD Re-1 is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and LASD Re-1, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Laura LaBarge
Preschool Coordinator/Teacher
Las Animas School District Re-1

(b)
(6)

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Mapleton Public Schools hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Mapleton Public Schools is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Mapleton Public Schools will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Mapleton Public Schools is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Mapleton Public Schools budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Mapleton Public Schools in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Mapleton Public Schools in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Mapleton Public Schools in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Mapleton Public Schools budget, as identified in Exhibit II;
- 3) Providing feedback on Mapleton Public Schools status updates, any interim reports, and project plans and products;
- 4) Keeping Mapleton Public Schools informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Mapleton Public Schools is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Mapleton Public Schools Implementation of High-Quality Preschool Programs.

Further, it is understood that Mapleton Public Schools and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Mapleton Public Schools, or when Mapleton Public Schools Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Mapleton Public Schools plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Mapleton Public Schools is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Mapleton Public Schools, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, reading "Charlotte Ciancio". The signature is written in a cursive, flowing style.

NAME: Charlotte Ciancio

TITLE: Superintendent

AGENCY NAME: Mapleton Public Schools

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Mile High Montessori Early Learning Centers hereby certifies and represents that it:

- 1). Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2). Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3). Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4). Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Mile High Montessori Early Learning Centers is using for activities and services that help achieve the outcomes of the State Plan); and
- 5). Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Mile High Montessori Early Learning Centers will:

- 1). Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2). Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Mile High Montessori Early Learning Centers is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Mile High Montessori Early Learning Centers budget included in Exhibit II of this agreement;
- 3). Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4). Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Mile High Montessori Early Learning Centers in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Mile High Montessori Early Learning Centers in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Mile High Montessori Early Learning Centers in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Mile High Montessori Early Learning Centers' budget, as identified in Exhibit II;
- 3) Providing feedback on Mile High Montessori Early Learning Centers' status updates, any interim reports, and project plans and products;
- 4) Keeping Mile High Montessori Early Learning Centers informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Mile High Montessori Early Learning Centers is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Mile High Montessori Early Learning Centers' Implementation of High-Quality Preschool Programs.

Further, it is understood that Mile High Montessori Early Learning Centers and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that

affect Mile High Montessori Early Learning Centers, or when Mile High Montessori Early Learning Centers' Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Mile High Montessori Early Learning Centers plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Mile High Montessori Early Learning Centers is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Mile High Montessori Early Learning Centers, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Pamela Harris, PhD
President & CEO
Mile High Montessori Early Learning Centers

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Moffat County School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Moffat County School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Moffat County School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Moffat County School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Moffat County School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Moffat County School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Moffat County School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Moffat County School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Moffat County School District's budget, as identified in Exhibit II;
- 3) Providing feedback on Moffat County School District's status updates, any interim reports, and project plans and products;
- 4) Keeping Moffat County School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Moffat County School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Moffat County School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Moffat County School District and the Colorado Department of Education will:

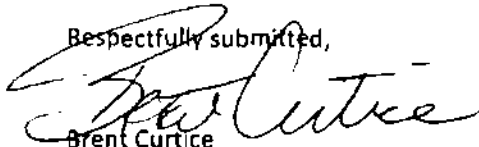
- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Moffat County School District or when Moffat County School District's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children

including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Moffat County School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Moffat County School District or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Brent Curtice", written over the printed name.

Brent Curtice
Superintendent
Moffat County School District

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Montelores Early Childhood Council hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Montelores Early Childhood Council is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Montelores Early Childhood Council will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Montelores Early Childhood Council is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Montelores Early Childhood Council budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Montelores Early Childhood Council in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Montelores Early Childhood Council in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Montelores Early Childhood Council in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Montelores Early Childhood Council budget, as identified in Exhibit II;
- 3) Providing feedback on Montelores Early Childhood Council's status updates, any interim reports, and project plans and products;
- 4) Keeping Montelores Early Childhood Council informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Montelores Early Childhood Council is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Montelores Early Childhood Council Implementation of High-Quality Preschool Programs.

Further, it is understood that Montelores Early Childhood Council and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Montelores Early Childhood Council, or when Montelores Early Childhood Council's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Montelores Early Childhood Council plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Montelores Early Childhood Council is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Montelores Early Childhood Council, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Vangi McCoy
Coordinator
Montelores Early Childhood Council



Joining forces to enrich educational
opportunities for Northwest Colorado

P.O. Box 773390
325 7th Street
Steamboat Springs, CO 80477
970-879-0391 • FAX 970-879-0442

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

East Grand Schools

P.O. Box 125
Granby, CO 80446
970-887-2581

Hayden Schools

P.O. Box 70
Hayden, CO 81639
970-276-3864

North Park Schools

P.O. Box 798
Walden, CO 80480
970-723-3300

South Routt Schools

P.O. Box 158
Oak Creek, CO 80467
970-736-2313

Steamboat Springs Schools

P.O. Box 774368
Steamboat Springs, CO 80477
970-879-1530

West Grand Schools

P.O. Box 515
Kremming, CO 80446
970-724-3217

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Northwest Colorado BOCES hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that NORTHWEST COLORADO BOCES is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, NORTHWEST COLORADO BOCES will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that NORTHWEST COLORADO BOCES is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the NORTHWEST COLORADO BOCES budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist NORTHWEST COLORADO BOCES in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with NORTHWEST COLORADO BOCES in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for NORTHWEST COLORADO BOCES in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with NORTHWEST COLORADO BOCES'S budget, as identified in Exhibit II;
- 3) Providing feedback on NORTHWEST COLORADO BOCES'S status updates, any interim reports, and project plans and products;
- 4) Keeping NORTHWEST COLORADO BOCES informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that NORTHWEST COLORADO BOCES is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring NORTHWEST COLORADO BOCES'S Implementation of High-Quality Preschool Programs.

Further, it is understood that NORTHWEST COLORADO BOCES and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires

- modifications that affect NORTHWEST COLORADO BOCES, or when NORTHWEST COLORADO BOCES'S Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or NORTHWEST COLORADO BOCES plan to contribute;
 - 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
 - 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that NORTHWEST COLORADO BOCES is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and NORTHWEST COLORADO BOCES, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Amy Bollinger
Executive Director
NORTHWEST COLORADO BOCES

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, REACH hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that REACH is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, REACH will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that REACH is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the REACH budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist REACH in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with REACH in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for REACH in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with REACH's budget, as identified in Exhibit II;
- 3) Providing feedback on REACH's status updates, any interim reports, and project plans and products;
- 4) Keeping REACH informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that REACH is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring REACH's Implementation of High-Quality Preschool Programs.

Further, it is understood that REACH and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure;
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect REACH, or when REACH's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or REACH plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and

- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that REACH is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and REACH, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Christine Ferris
Principal
REACH, Re-Imagining Excellence for All in a Community with Heart

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Sewall Child Development Center hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Sewall Child Development Center is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Sewall Child Development Center will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Sewall Child Development Center is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Sewall Child Development Center budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants -Expansion Grant;

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Sewall Child Development Center in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Sewall Child Development Center in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Sewall Child Development Center in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Sewall Child Development Center's budget, as identified in Exhibit II;
- 3) Providing feedback on Sewall Child Development Center's status updates, any interim reports, and project plans and products;
- 4) Keeping Sewall Child Development Center informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Sewall Child Development Center is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Sewall Child Development Center's Implementation of High-Quality Preschool Programs.

Further, it is understood that Sewall Child Development Center and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that

affect Sewall Child Development Center, or when Sewall Child Development Center's Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Sewall Child Development Center plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Sewall Child Development Center is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Sewall Child Development Center, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Heidi L. Heissenbuttel, M.A., ECSE
President/CEO
Sewall Child Development Center



SOUTHERN UTE COMMUNITY ACTION PROGRAMS, INC.

SOUTHERN UTE MONTESSORI HEAD START / EARLY HEAD START

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Southern Ute Head Start hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Southern Ute Head Start is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Southern Ute Head Start will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Southern Ute Head Start is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Southern Ute Head Start budget included in Exhibit II of this agreement;

Post Office Box 400 • Ignacio, Colorado 81137 • Phone 970-563-4566 • Fax 970-563-4380

- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Southern Ute Head Start in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Southern Ute Head Start in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Southern Ute Head Start in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Southern Ute Head Start's budget, as identified in Exhibit II;
- 3) Providing feedback on Southern Ute Head Start's status updates, any interim reports, and project plans and products;
- 4) Keeping Southern Ute Head Start informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Southern Ute Head Start is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Southern Ute Head Start's Implementation of High-Quality Preschool Programs.

Further, it is understood that Southern Ute Head Start and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Southern Ute Head Start, or when Southern Ute Head Start's Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Southern Ute Head Start plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Southern Ute Head Start is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Southern Ute Head Start , or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Charlene Schank
Division Director
Southern Ute Head Start

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Thompson R-2J School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Thompson R-2J School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Thompson R-2J School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Thompson R-2J School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Thompson R-2J School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Thompson R-2J School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Thompson R-2J School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Thompson R-2J School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Thompson R-2J School District budget, as identified in Exhibit II;
- 3) Providing feedback on Thompson R-2J School District status updates, any interim reports, and project plans and products;
- 4) Keeping Thompson R-2J School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Thompson R-2J School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Thompson R-2J School District Implementation of High-Quality Preschool Programs.

Further, it is understood that Thompson R-2J School District and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Thompson R-2J School District, or when Thompson R-2J School District Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Thompson R-2J School District plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and

section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Thompson R-2J School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Thompson R-2J School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

(b)(6)

Lamb Caro (b)(6)

EC Administrator

Thompson R-2J School District

Integrated Early Childhood

(b)(6)

Mary Buirgy (b)(6)

CPP Coordinator

Thompson R-2J School District

Integrated Early Childhood

APPENDIX TABLE OF CONTENTS

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TITLE 22. EDUCATION..
COMPENSATORY EDUCATION..
ARTICLE 28. COLORADO PRESCHOOL PROGRAM ACT

C.R.S. 22-28-101 (2013)

22-28-101. Short title

This article shall be known and may be cited as the "Colorado Preschool Program Act".

HISTORY: Source: L. 88: Entire article added, p. 824, § 40, effective May 24.L. 92: Entire section amended, p. 487, § 2, effective May 26.L. 2006: Entire section amended, p. 683, § 25, effective April 28.L. 2009: Entire section amended, (SB 09-292), ch. 369, p. 1952, § 44, effective August 5.

22-28-102. Legislative declaration

(1) The general assembly hereby finds, determines, and declares that there are substantial numbers of children in this state entering kindergarten and the primary grades who are not adequately prepared to learn. The general assembly further finds that early school failure may ultimately contribute to such children dropping out of school at an early age, failing to achieve their full potential, becoming dependent upon public assistance, or becoming involved in criminal activities. By enacting this article, the general assembly acknowledges the need to adequately prepare all children to learn through preschool programs in school districts with high dropout rates or low performance of children in kindergarten and primary grades. In establishing the programs, the general assembly encourages school districts and parents to work together to ensure that the children benefit from the programs.

(2) The general assembly intends to fully fund the Colorado preschool program by increasing the number of children who may be served through the program over the 2006-07, 2007-08, and 2008-09 budget years.

HISTORY: Source: L. 88: Entire article added, p. 824, § 40, effective May 24.L. 92: Entire section amended, p. 487, § 3, effective May 26.L. 2006: Entire section amended, p. 683, § 26, effective April 28.L. 2008: (1) amended, p. 1224, § 35, effective May 22.L. 2009: (2) amended, (SB 09-292), ch. 369, p. 1952, § 45, effective August 5.

22-28-103. Definitions

As used in this article, unless the context otherwise requires:

(1) "Board of education" means the board of education of a school district.

(1.5) "Charter authorizer" means a school district, the state charter school institute, or the board of the Colorado school for the deaf and the blind acting in the capacity of authorizing a public charter school.

(1.7) "Charter school" means a charter school authorized pursuant to part 1 of article 30.5 of this title, an institute charter school authorized pursuant to part 5 of article 30.5 of this title, or a charter school authorized pursuant to section 22-80-102 (4) (b).

(2) "Child care agency" means a facility defined as a child care center pursuant to the provisions of section 26-6-102 (1.5), C.R.S.

(2.5) "Colorado preschool program" means all the district preschool programs established in the state pursuant to the provisions of this article.

(3) "Department" means the department of education.

(4) "District advisory council" means the district preschool program advisory council established by a school district pursuant to the provisions of section 22-28-105.

(5) "District preschool program" means a preschool program established by a school district pursuant to the provisions of section 22-28-107.

(6) "Head start agency" means the local public or private nonprofit agency designated by the federal department of health and human services to operate a head start program under the provisions of Title V of the federal "Economic Opportunity Act of 1964", as amended.

(7) "Parent" includes a legal guardian or any other person who has physical custody of the child.

(8) "School district" means any public school district organized under the laws of Colorado or an institute charter school created pursuant to part 5 of article 30.5 of this title. "School district" shall not include a junior college district.

(8.5) "State board" means the state board of education created pursuant to section 1 of article IX of the state constitution.

(9) (Deleted by amendment, L. 2008, p. 1224, § 36, effective May 22, 2008.)

HISTORY: Source: L. 88: Entire article added, p. 825, § 40, effective May 24. L. 92: (9) amended, p. 492, § 11, effective May 26. L. 96: (2) amended, p. 266, § 18, effective July 1. L. 2006: (4), (5), and (9) amended and (8.5) added, p. 684, § 27, effective April 28. L. 2007: (8) amended, p. 743, § 23, effective May 9. L. 2008: (2.5) added and (5) and (9) amended, p. 1224, § 36, effective May 22. L. 2009: (4) amended, (SB 09-292), ch. 369, p. 1953, § 46, effective August 5. L. 2012: (1.5) and (1.7) added, (HB 12-1240), ch. 258, p. 1332, § 50, effective June 4.

22-28-104. Establishment of public preschool programs

(1) There is hereby established a Colorado preschool program, which shall be implemented in school districts beginning in the 2006-07 budget year. The purposes of the program are:

(a) To serve three-year-old, four-year-old, and five-year-old children who lack overall learning readiness due to significant family risk factors, who are in need of language development, or who are receiving services from the department of human services pursuant to article 5 of title 26, C.R.S., as neglected or dependent children and who would benefit from participation in the Colorado preschool program;

(b) To determine the school districts in which participation in the Colorado preschool program would be the most beneficial;

(c) To establish criteria to be followed by school districts in establishing district preschool programs; and

(d) To encourage parents to participate with their children in district preschool programs.

(2) (a) (I) and (II) (Deleted by amendment, L. 2008, p. 1224, § 37, effective May 22, 2008.)

(III) For the 2008-09 budget year and each budget year thereafter, twenty thousand one hundred sixty children may annually participate in the Colorado preschool program.

(b) (I) For the 2006-07 and 2007-08 budget years, the department shall allow school districts to apply to the department for authorization to serve no more than fifteen percent of the total number of children authorized to participate in the Colorado preschool program pursuant to paragraph (a) of this subsection (2) through a full-day kindergarten portion of the district's preschool program. The department, using established criteria, shall select school districts to participate in the full-day kindergarten portions until the total number of full-day kindergarten positions applied for has been filled or the fifteen-percent limitation has been reached, whichever event occurs first. Notwithstanding any other provision of law, the department shall not grant waivers that would allow more than a total of fifteen percent of the total number of children authorized to participate in the Colorado preschool program pursuant to paragraph (a) of this subsection (2) to be served through the full-day kindergarten portion of all district preschool programs statewide.

(II) For the 2008-09 budget year and each budget year thereafter, none of the children participating in the Colorado preschool program shall participate in the program through a full-day kindergarten portion of the program.

(c) If a school district that participates in the Colorado preschool program does not enroll the maximum number of pupils allowed to participate in that school district's preschool program as established by the department in accordance with section 22-28-107 (3), the school district shall immediately notify the department of the number of unused positions. A school district participating in the Colorado preschool program that has any unused positions in a given budget year is prohibited from transferring to another school district any or all of the unused positions, regardless of whether the unused positions are transferred in exchange for monetary or any other form of consideration.

(3) A school district that participates in the Colorado preschool program shall be entitled to count children enrolled in the district preschool program in accordance with the provisions of section 22-54-103 (9.5) for purposes of determining preschool program enrollment under the "Public School Finance Act of 1994", article 54 of this title.

(4) (a) Subject to the limitations in paragraph (b) of this subsection (4), the per pupil operating reimbursement provided to any school district that participates in the Colorado preschool program shall be increased to allow a single child to enroll in the program using two positions so that the child may attend a full day of preschool.

(b) For the 2006-07 budget year and budget years thereafter, the department shall allow school districts to apply for authorization to serve no more than five percent of the total number of children authorized to participate in the Colorado preschool program pursuant to paragraph (a) of subsection (2) of this section through a full-day preschool portion of the district's preschool program. The department, using established criteria, may select qualified school districts to participate in and serve children through a full-day preschool portion of the district's preschool program. Notwithstanding any other provision of law, the department shall not grant waivers that would allow more than a total of five percent of the total number of children authorized to participate in the Colorado preschool program pursuant to paragraph (a) of subsection (2) of this section to be served through the full-day preschool portion of all district preschool and kindergarten programs statewide.

(5) Nothing in this article shall be construed to:

- (a) Require school districts to participate in the Colorado preschool program; or
- (b) Prohibit school districts from establishing and maintaining other preschool programs using any funds available for that purpose, but children enrolled in such other preschool programs shall not be counted for purposes of determining preschool program enrollment or pupil enrollment under the "Public School Finance Act of 1994", article 54 of this title.

HISTORY: Source: L. 88: Entire article added, p. 825, § 40, effective May 24. L. 88, 1st Ex. Sess.: (3) and (4) amended, p. 56, § 6, effective August 11. L. 90: (2) amended, p. 1077, § 29, effective May 31. L. 92: IP(1), (1)(a), (1)(b), and (2) to (4) amended, p. 488, § 4, effective May 26. L. 94: (2) and (3) amended, pp. 804, 812, § § 4, 23, effective April 27; (1)(a) amended, p. 2690, § 217, effective July 1. L. 95: (2)(b) amended, p. 607, § 2, effective May 22; (4) amended, p. 1110, § 63, effective May 31. L. 96: (2)(b)(II) amended, p. 1798, § 15, effective June 4. L. 98: (2)(b)(II) and (2)(c) amended and (2)(d) added, p. 972, § 15, effective May 27. L. 99: (2)(d)(I) amended, p. 178, § 8, effective March 30. L. 2000: (3.5) added, p. 820, § 4, effective July 1. L. 2001: (2)(d)(I) amended and (2)(d)(III) and (2)(d)(IV) added, p. 340, § 3, effective April 16. L. 2002: (1)(a.5), (2)(d)(III.1), (2)(d)(III.2), and (2)(d)(III.3) added and (2)(d)(I) amended, pp. 1739, 1738, § § 11, 10, effective June 7. L. 2003: (2)(d)(II) amended, p. 515, § 3, effective March 5; (2)(d) and (3) amended, p. 2125, § 18, effective May 22. L. 2005: (2)(d)(I)(A) and (2)(d)(I)(E) amended and (2)(d)(I)(F) added, p. 438, § 15, effective April 29. L. 2006: Entire section R&RE, p. 684, § 28, effective April 28. L. 2007: (2)(a) amended, p. 739, § 11, effective May 9. L. 2008: IP(1), (2)(a)(I), (2)(a)(II), (2)(a)(III), (2)(b), (3), (4)(a), and (5)(b) amended, pp. 1224, 1209, § § 37, 20, effective May 22. L. 2009: (1), (2)(a)(III), (2)(b), (2)(c), (3), (4), and (5)(a) amended, (SB 09-292), ch. 369, p. 1953, § 47, effective August 5.

22-28-104.1. Establishment of public preschool programs

- (1) The Colorado preschool program is established in the department and as a local program in each school district. The purposes of the program are:
 - (a) To serve three-, four-, and five-year-old children who lack overall learning readiness due to significant family risk factors, who are in need of language development, or who are receiving services from the department of human services pursuant to article 5 of title 26, C.R.S., as neglected or dependent children and who would benefit from participation in the Colorado preschool program;
 - (b) To establish criteria that school districts and institute charter schools must follow to establish district and institute charter school preschool programs; and
 - (c) To encourage parents to participate with their children in district or institute charter school preschool programs.
- (2) All children who meet the eligibility requirements specified in section 22-28-106 may participate in the Colorado preschool program as half-time pupils.
- (3) Each school district and each institute charter school shall include in the membership certified to the department pursuant to section 22-54.5-405 the pupils enrolled in the Colorado preschool program to receive funding for those pupils through the "Public School Finance Act", article 54.5 of this title.
- (4) This article does not prohibit a school district from establishing and maintaining other preschool programs using any funds available for that purpose, but the school district shall not count children enrolled in another preschool program for purposes of determining average daily membership under the "Public School Finance Act", article 54.5 of this title.

(5) (a) This section takes effect upon the proclamation by the governor of the vote cast in a statewide election held no later than November 2017 at which a majority of those voting approve a citizen-initiated increase in state tax revenues for the purpose of funding preschool through twelfth grade public education, so long as the amount of the approved revenue increase is equal to or greater than the total estimated state fiscal impact associated with the payment of the state share of total program pursuant to section 22-54.5-203, investment moneys pursuant to section 22-54.5-301, hold-harmless moneys pursuant to section 22-54.5-302, and per pupil supplemental payments pursuant to section 22-54.5-303, in the second budget year commencing after the increase is approved, as stated in the final fiscal note prepared for Senate Bill 13-213, enacted in 2013.

(b) The provisions of this section apply in the second budget year commencing after the statewide election at which the voters approve the increase in state tax revenues for the purpose of funding public education and in budget years thereafter.

Editor's note: This section is effective upon proclamation by the governor. (See the editor's note following this section.)

HISTORY: Source: L. 2013: Entire section added, (SB 13-213), ch. 248, p. 1287, § 4, effective (see editor's note).

22-28-104.3. Early childhood at-risk enhancement (ECARE)

(1) Notwithstanding the number of children who may annually participate in the Colorado preschool program pursuant to section 22-28-104 (2) (a), for the 2013-14 budget year and each budget year thereafter, an additional three thousand two hundred children may annually participate in the Colorado preschool program, for a total of twenty-three thousand three hundred sixty children who may annually participate in the Colorado preschool program. The department shall allocate the authority to enroll the additional children in the same manner provided in section 22-28-104; except that the provisions of section 22-28-104 (2) (b) do not apply.

(2) Notwithstanding the provisions of section 22-28-104 (2) (b), in allocating the authority to enroll children in the Colorado preschool program pursuant to this section, the department shall allow a school district to enroll a child in the program using two positions so that the child may attend a full-day preschool portion of the district's preschool program or to use a preschool program position to enroll a child in a full day of the district's existing full-day kindergarten program.

(3) The Colorado preschool program positions that the department allocates to a school district pursuant to subsection (1) of this section and that are used to allow a child to attend a half day or full day of preschool through a district's preschool program are subject to all of the requirements of this article; except that the provisions of section 22-28-104 (4) (b) do not apply to positions allocated pursuant to subsection (1) of this section.

(4) If, pursuant to a district's authority to enroll children in the Colorado preschool program pursuant to this section, the district chooses to use a preschool program position to enroll a child in a full day of the district's existing full-day kindergarten program, the district shall retain the supplemental kindergarten enrollment attributable to the child enrolled in a full day of kindergarten using a preschool program position and may expend the supplemental kindergarten enrollment attributable to the child in furtherance of the district's preschool program or the district's full-day kindergarten program.

HISTORY: Source: L. 2013: Entire section added, (SB 13-260), ch. 236, p. 1143, § 10, effective May 17.

22-28-104.5. Public charter school preschools

(1) Notwithstanding any provision of this article to the contrary, a charter school that is permitted by its charter authorizer to operate a kindergarten program may plan, develop, and operate a public preschool program that is consistent with the provisions of this article.

(2) A charter school that operates a public preschool program with funding received pursuant to this article or, consistent with section 22-28-104 (5) (b), without such funding, shall ensure that the public preschool program:

- (a) Enrolls students consistent with section 22-30.5-104 (3) to ensure a diverse student body;
- (b) Operates in a facility approved and licensed for preschool purposes that is the same facility or that is in reasonable proximity to the facility at which the charter school operates the kindergarten program or at a location that is approved by the charter authorizer; and
- (c) Guarantees a student's continued enrollment from preschool to kindergarten to the extent allowed by law.

HISTORY: Source: L. 2012: Entire section added, (HB 12-1240), ch. 258, p. 1332, § 51, effective June 4.

22-28-105. District preschool program advisory council - duties

(1) (a) Any school district wishing to participate in the Colorado preschool program shall establish a district preschool program advisory council consisting of the superintendent of the school district or his or her designee and such other members as the superintendent of the school district may appoint pursuant to paragraph (b) of this subsection (1).

(b) The appointed members of the district advisory council shall include, but shall not be limited to, the following:

- (I) Two parents of children in the district preschool program;
- (II) Two members of the business community; and
- (III) Representatives from the following:
 - (A) The county or district department of health;
 - (B) The county department of social services;
 - (C) The county agency involved in job services and training;
 - (D) Publicly funded early childhood education agencies located in the school district;

(E) Privately funded child care centers located in the school district; and

(F) A representative from a charter school located in the district that has a preschool program.

(c) The members appointed by the superintendent of the school district shall serve for two-year terms, and any vacancy among the appointed members shall be filled by appointment by the superintendent for the unexpired term. Members of the council shall elect a chairperson for a one-year term, but the chairperson may be elected to a second term.

(d) The board of education shall have final responsibility for submittal of the application to participate in the Colorado preschool program and for operation and maintenance of the district preschool program. No action taken by the district advisory council shall be final until approved by the board of education.

(2) The district advisory council shall:

(a) Develop and recommend to the board of education the school district plan for identifying those children in the school district that would be eligible for participation in the district preschool program based upon the criteria established in section 22-28-106 (1) (a);

(a.3) Study and assess the need for establishing a district preschool program in the school district and, upon completion of such assessment, if there is an identified need, submit a request for proposals to any privately funded child care center and publicly funded early childhood education agency. The request for proposals shall state the criteria and guidelines established by the department for determining the eligibility of children to participate in a district preschool program, for district preschool programs, and for parental involvement in a district preschool program. At least once every two years, the district advisory council shall assess whether alternative community providers are available and shall ensure the highest quality service delivery at the lowest cost.

(a.5) Review and evaluate proposals received pursuant to paragraph (a.3) of this subsection (2) and annually submit a list to the board of education of the head start agencies or public and private child care agencies that are licensed by the department of human services and are in good standing whose proposals meet or exceed the criteria and guidelines specified in said paragraph (a.3) and are designated as eligible for participation in the district preschool program, including the number of district preschool children each agency will be eligible to serve under the program;

(b) Recommend to the board of education a plan for operating the district preschool program, including whether the program should be provided by the school district itself or provided, in whole or in part, by a head start agency or by child care agencies under contract with the school district;

(c) Recommend to the board of education a proposal for the district preschool program to be submitted to the department pursuant to the provisions of section 22-28-107 (1);

(d) Assist the school district in the implementation of the district preschool program;

(e) Develop and recommend to the board of education, if appropriate, a plan for coordinating the district preschool program with extended day services for children participating in the program and their families in order to achieve an increased efficiency in the services provided;

(f) Following consultation and planning with social services and health agencies, develop and recommend to the board of education a plan for coordinating the district preschool program with family support

services for children participating in the program and their families. For purposes of this paragraph (f), "family support services" includes, but is not limited to, information and referral and educational materials relating to:

(I) Nutrition;

(II) Immunization;

(III) Health care and dental care generally;

(IV) Parenting education and support; and

(V) Social services programs generally.

(g) Develop and recommend to the board of education a plan for coordinating the district preschool program with a program to train parents to provide teaching activities in the home prior to the entrance of their children into the district preschool program;

(h) Meet a minimum of six times per year. In addition, the district advisory council shall make at least two on-site visits per year to all head start agencies and public and private child care facilities with which the school district has contracted to monitor overall program compliance and make recommendations for any needed improvements.

(i) Define any student eligibility criteria specific to the population of the individual community that are in addition to the criteria listed in section 22-28-106 (1) (a);

(j) Develop a district preschool program evaluation component specific to the district preschool program involved;

(k) Develop a training program for district preschool program staff using all available community resources;

(l) Recommend to the board of education a plan for the annual evaluation of the district preschool program; and

(m) Provide any other appropriate assistance to the school district in the implementation of the district preschool program.

HISTORY: Source: L. 88: Entire article added, p. 826, § 40, effective May 24. L. 92: (1) and IP(2) amended and (2)(a.3), (2)(a.5), (2)(c.3), (2)(c.7), (2)(c.8), (2)(c.9), (2)(c.10), and (2)(c.11) added, pp. 492, 488, § 12, 5, effective May 26. L. 96: (2)(a.5) amended, p. 1798, § 18, effective July 1. L. 2001: (2)(a.3) amended, p. 161, § 1, effective March 28; (2)(e.9) amended, p. 210, § 2, effective August 8. L. 2006: Entire section amended, p. 686, § 29, effective April 28. L. 2007: (2)(a.3) amended, p. 739, § 12, effective May 9. L. 2008: (1)(d) amended, p. 1225, § 38, effective May 22; (2) amended, p. 1897, § 73, effective August 5. L. 2009: (1)(a), (1)(b)(I), (1)(d), (2)(a), (2)(a.3), (2)(a.5), (2)(b), (2)(c), (2)(d), (2)(e), IP(2)(f), (2)(g), (2)(j), (2)(k), (2)(l), and (2)(m) amended, (SB 09-292), ch. 369, p. 1954, § 48, effective August 5. L. 2012: (1)(b)(III)(D) and (1)(b)(III)(E) amended and (1)(b)(III)(F) added, (HB 12-1240), ch. 258, p. 1333, § 52, effective June 4.

22-28-106. Eligibility of children for participation in district preschool program

(1) (a) The state board shall establish, by rule, criteria for each school district to use in determining which children in the school district shall be eligible for participation in the district preschool program, subject to the following requirements:

(I) A child who is three, four, or five years old and meets the criteria specified in subparagraphs (II) to (IV) of this paragraph (a) and any other criteria established by rule may participate in the district preschool program.

(II) No child shall participate in the district preschool program unless the child lacks overall learning readiness due to significant family risk factors, is in need of language development, including but not limited to the ability to speak English, or is receiving services from the department of human services pursuant to article 5 of title 26, C.R.S., as a neglected or dependent child; except that no child who is three years of age shall participate in the district preschool program unless the child lacks overall learning readiness that is attributable to at least three of the significant family risk factors.

(III) No child shall participate in the district preschool program unless one or both of his or her parents agree to assume all the parental responsibilities established by the school district pursuant to section 22-28-110 with respect to the program.

(IV) Any child qualifying for similar district services under other programs would continue to be eligible only for such services and would be funded under such programs.

(a.5) For purposes of this article, "significant family risk factors" means any of the following:

(I) The child is eligible to receive free or reduced-cost lunch pursuant to the provisions of the federal "National School Lunch Act", 42 U.S.C. sec. 1751 et seq.;

(II) Homelessness of the child's family;

(III) An abusive adult residing in the home of the child;

(IV) Drug or alcohol abuse in the child's family;

(V) Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child;

(VI) The child's parent or guardian has not successfully completed a high school education or its equivalent;

(VII) Frequent relocation by the child's family to new residences; or

(VIII) Poor social skills of the child.

(b) The department may establish criteria so that any or all of the following may be considered:

(I) The educational background of the child's parents or other family members, including but not limited to the number of years of education, attendance record, and academic performance; and

(II) The self-confidence of the child and the ability of the child to take part in social activities.

(2) Repealed.

HISTORY: Source: L. 88: Entire article added, p. 827, § 40, effective May 24. L. 88, 1st Ex. Sess.: (2) amended, p. 56, § 7, effective August 11. L. 92: (1)(a)(II) amended and (2) repealed, pp. 490, 493, § § 6, 13, effective May 26. L. 94: (1)(a)(II) amended, p. 2690, § 218, effective July 1. L. 2001: (1)(a.5) added, p. 210, § 3, effective August 8. L. 2002: IP(1)(a), (1)(a)(I), and (1)(a)(II) amended, p. 1739, § 12, effective June 7. L. 2006: (1)(a) amended, p. 689, § 30, effective April 28; (1)(a)(I) amended, p. 605, § 16, effective August 7. L. 2009: IP(1)(a), (1)(a)(I), (1)(a)(II), and (1)(a)(III) amended, (SB 09-292), ch. 369, p. 1956, § 49, effective August 5.

22-28-107. Eligibility of school districts for participation in Colorado preschool program

(1) By a date to be determined by rule of the state board for the 2006-07 budget year and each budget year thereafter, any school district may apply to the department for participation in the Colorado preschool program using forms provided by the department. Along with the application, the school district shall submit a proposal for the implementation of its district preschool program, which shall include, but need not be limited to, the following information requested by the department:

(a) The number of eligible children to be served in the district preschool program;

(b) Whether the district preschool program will be a four-and-one-half-month, nine-month, or twelve-month program;

(c) Whether the district preschool program will be provided by the school district itself or provided, in whole or in part, by a head start agency or one or more child care agencies under contract with the school district;

(d) If the district preschool program is to be provided by the school district:

(I) The number of schools in the school district that would be involved in the district preschool program;

(II) The number of additional personnel needed to staff the district preschool program;

(III) The training program for preschool teachers;

(e) If the district preschool program is to be provided, in whole or in part, by a head start agency or child care agencies under contract with the school district:

(I) The head start agency or child care agencies with which the school district will contract;

(II) The terms of the contracts;

(III) The procedure to be used to monitor the district preschool program being provided to the school district by the head start agency or child care agencies;

(f) The extended day services, if any, to be provided in connection with the district preschool program;

(f.3) The plan for coordinating the district preschool program with family support services for children

participating in the program and their families;

(f.4) The plan for involving the parent or parents of each child enrolled in the district preschool program in participation in the program;

(f.7) The plan for coordinating the district preschool program with a parenting program;

(g) The plan for involving parents and the community in the district preschool program; and

(h) The procedure to be followed to evaluate the current and continuing effectiveness of the district preschool program.

(1.4) For the 2008-09 budget year and each budget year thereafter, a school district that applies to the department to participate in the Colorado preschool program by offering a nine-month program may apply for permission from the department to receive funding for a nine-month program but to use up to half of the moneys allocated for the program to prepare, during the first half of the school year, to offer a preschool program and to use the remainder of the moneys to offer, during the second half of the school year, a four-and-one-half-month preschool program.

(1.5) Repealed. / (Deleted by amendment, L. 2006, p. 689, § 31, effective April 28, 2006.)

(2) The state board shall establish, by rule, criteria for determining which school districts shall be eligible for participation in the Colorado preschool program. The state board may consider any or all of the following:

(a) The number of eligible children to be served by the district preschool program;

(b) The number of schools in the school district or the number of head start agencies or child care agencies that would be involved in the district preschool program;

(c) The dropout rate of the school district;

(d) The test scores of children in kindergarten and the primary grades within the school district;

(e) The community involvement in the school district; and

(f) The demographic and geographic distribution of school districts making application for or participating in the Colorado preschool program throughout the state.

(3) The department shall evaluate each school district's application, using the criteria established pursuant to subsection (2) of this section as well as the proposal of the school district for the implementation of the district preschool program based upon the criteria established pursuant to section 22-28-108. The department shall give priority to school districts with proposals that include exemplary plans for the coordination of the district preschool program with family support services, to school districts with proposals that indicate efforts to collaborate with public and private child care agencies located in the school district, and to school districts with proposals that demonstrate the greatest degree of community involvement. By a date to be determined by rule of the state board for the 2006-07 budget year and for each budget year thereafter, the department shall determine the school districts that have been accepted for participation in the Colorado preschool program. To comply with the limitations on the number of children that may participate in the Colorado preschool program, the department shall set the maximum number of pupils in the district preschool program for each participating school district.

(4) (a) Upon the request of a school district, the department shall provide, subject to available resources, such technical assistance as may be necessary for the school district to submit a proposal for the implementation of its district preschool program and for ongoing training of personnel for the successful implementation of the program.

(b) The department shall annually select a reasonable number of school districts that have implemented preschool programs pursuant to this article and shall conduct on-site visits to determine whether:

(I) Each school district's screening process and the eligibility criteria for children participating in the district preschool program comply with all applicable state law;

(II) The district advisory council established pursuant to section 22-28-105 complies with all applicable state law; and

(III) The school district's quality assurance activities, evaluation efforts, and financial activities regarding the district preschool program comply with all applicable state law.

HISTORY: Source: L. 88: Entire article added, p. 827, § 40, effective May 24. L. 92: IP(1), IP(2), and (3) amended and (1)(f.3), (1)(f.4), (1)(f.7), and (1.5) added, pp. 490, 491, § § 7, 8, effective May 26. L. 2001: (4) added, p. 85, § 1, effective March 20. L. 2006: Entire section amended, p. 689, § 31, effective April 28; (1.5) repealed, p. 605, § 17, effective August 7. L. 2008: IP(1), (1)(b), IP(1)(d), (1)(d)(III), and IP(4)(b) amended and (1.4) added, pp. 1210, 1225, § § 21, 39, effective May 22. L. 2009: (1)(a), (1)(c), (1)(d)(I), (1)(d)(II), IP(1)(e), (1)(e)(III), (1)(f), (1)(f.3), (1)(f.4), (1)(f.7), (1)(g), (1)(h), (1.4), IP(2), (2)(a), (2)(b), (2)(f), (3), (4)(a), (4)(b)(I), and (4)(b)(III) amended, (SB 09-292), ch. 369, p. 1957, § 50, effective August 5.

22-28-107.1. District and institute charter school preschool programs - plans

(1) Each school district that has not submitted a plan to the department by the effective date of this section to implement a district preschool program shall do so within six months after that date. An institute charter school that chooses to offer a preschool program pursuant to this section shall submit a plan to implement the preschool program to the department at least six months before the preschool program begins operation. A school district's or institute charter school's plan must include, but need not be limited to, the following information requested by the department:

(a) The number of eligible children that the preschool program is expected to serve;

(b) Whether the preschool program will be a four-and-one-half-month, nine-month, or twelve-month program;

(c) Whether the school district or institute charter school itself will provide the preschool program or whether a head start agency or one or more child care agencies under contract with the school district or institute charter school will provide the preschool program in whole or in part;

(d) If the school district or institute charter school will provide the preschool program;

(I) The number of schools in the school district that will be involved if it is a district preschool program;

- (II) The number of additional personnel needed to staff the preschool program; and
- (III) The training program for preschool teachers;
- (e) If a head start agency or child care agencies under contract with the school district or the institute charter school will provide the preschool program, in whole or in part:
- (I) The head start agency or child care agencies with which the school district or institute charter school will contract;
- (II) The terms of the contracts; and
- (III) The procedure the school district or institute charter school will use to monitor the preschool program that the head start agency or child care agencies are providing;
- (f) The extended day services, if any, to be provided in connection with the preschool program;
- (g) The plan for coordinating the preschool program with family support services for children participating in the program and their families;
- (h) The plan for involving the parent or parents of each child enrolled in the preschool program in participation in the program;
- (i) The plan for coordinating the preschool program with a parenting program;
- (j) The plan for involving parents and the community in the preschool program; and
- (k) The procedure the school district or institute charter school will follow to evaluate the current and continuing effectiveness of the preschool program.
- (2) A school district or institute charter school that participates in the Colorado preschool program by offering a nine-month program may, in the first year of operation, apply for permission from the department to receive funding for a nine-month program but to use up to half of the moneys allocated for the program to prepare, during the first half of the school year, to offer a preschool program and to use the remainder of the moneys to offer, during the second half of the school year, a four-and-one-half-month preschool program.
- (3) (a) Upon the request of a school district or an institute charter school, the department shall provide, subject to available resources, such technical assistance as may be necessary for the school district or institute charter school to submit its plan for implementing the preschool program and for ongoing training of personnel for the successful implementation of the program.
- (b) The department shall annually conduct on-site visits at a reasonable number of school districts and institute charter schools to determine whether:
- (I) Each school district's and institute charter school's screening process and the eligibility criteria for children participating in the preschool program comply with all applicable state laws;
- (II) The district advisory council established pursuant to section 22-28-105 for a district preschool program complies with all applicable state laws; and

(III) The school district's or institute charter school's quality assurance activities, evaluation efforts, and financial activities regarding the preschool program comply with all applicable state laws.

(4) (a) This section takes effect upon the proclamation by the governor of the vote cast in a statewide election held no later than November 2017 at which a majority of those voting approve a citizen-initiated increase in state tax revenues for the purpose of funding preschool through twelfth grade public education, so long as the amount of the approved revenue increase is equal to or greater than the total estimated state fiscal impact associated with the payment of the state share of total program pursuant to section 22-54.5-203, investment moneys pursuant to section 22-54.5-301, hold-harmless moneys pursuant to section 22-54.5-302, and per pupil supplemental payments pursuant to section 22-54.5-303, in the second budget year commencing after the increase is approved, as stated in the final fiscal note prepared for Senate Bill 13-213, enacted in 2013.

(b) The provisions of this section apply in the second budget year commencing after the statewide election at which the voters approve the increase in state tax revenues for the purpose of funding public education and in budget years thereafter.

Editor's note: This section is effective upon proclamation by the governor. (See the editor's note following this section.)

HISTORY: Source: L. 2013: Entire section added, (SB 13-213), ch. 248, p. 1287, § 4, effective (see editor's note).

22-28-108. Criteria for district preschool programs

(1) (a) The department shall establish basic program standards for district preschool programs using nationally accepted standards for preschool programs and requiring compliance with the Colorado rules for child care centers promulgated by the department of human services pursuant to section 26-6-106, C.R.S.

(b) The state board shall establish, by rule, criteria for school districts to use in establishing district preschool programs, subject to the following requirements:

(I) The maximum number of pupils in a district preschool program shall not exceed the number set by the department pursuant to section 22-28-107 (3).

(II) The maximum number of pupils in a preschool class shall not exceed sixteen.

(III) Preschool classes shall be held for the equivalent of four half days per week with the remaining time being used for home visits by preschool teachers, teacher training as needed, workshops with other preschool teachers, and planning sessions with kindergarten teachers and other school staff.

(IV) Preschool classes shall be supplemented by teaching activities in the home between each pupil and the pupil's parent. An individual teaching plan shall be created for the pupil by his preschool teacher, and the school district shall provide the parent with the books and other materials necessary to carry out such teaching plan.

(1.6) The criteria established by the state board shall require that each head start agency and public and private child care agency that is providing services under the district preschool program afford all

children that are eligible under section 22-28-106 an equal opportunity to receive services regardless of their race, ethnicity, or place of residence within the school district.

(2) In addition to the criteria established pursuant to subsection (1) of this section, the state board shall establish, by rule, additional criteria for school districts to use in establishing district preschool programs that will be provided, in whole or in part, by a head start agency or child care agencies in accordance with the provisions of section 22-28-109.

(3) In establishing criteria for district preschool programs relating to qualifications for preschool teachers, the state board shall not require preschool teachers to be licensed pursuant to article 60.5 of this title but shall allow the school district, a head start agency, or a child care agency to employ a nonlicensed preschool teacher as long as the teacher meets other qualifications established by the state board.

(4) The criteria established by the state board shall be made available to each school district no later than August 1 of each year and shall be used by the district advisory council and the school district in drawing up the district preschool program proposal to be submitted with the school district's application for participation in the Colorado preschool program.

(5) Any school district whose district preschool program proposal does not meet the requirements of the state board shall be allowed to modify its proposal so that it meets said requirements. Notice to the department of said modifications shall be a prerequisite to final acceptance in the Colorado preschool program.

(5.5) Funding provided pursuant to this article shall only be used to pay a district's costs of providing preschool services directly to children enrolled in the district's preschool program. The costs shall include teacher and paraprofessional salaries and benefits, supplies and materials, home visits, the entire cost of any preschool program contracted services, the costs of services provided by a district to children enrolled in the district's preschool program or their parents, any associated professional development activities, costs that a district would not otherwise have incurred but for the services provided in conjunction with the preschool program, and a reasonable allocation of district overhead costs not to exceed five percent of the program costs. Any moneys remaining in the district's preschool program budget at the end of any budget year shall remain in the program budget for use in the preschool program in subsequent budget years.

(6) At any time during the year, the department may request from a school district any information about its district preschool program that the department deems necessary to ensure that the district is complying with the requirements of this section.

HISTORY: Source: L. 88: Entire article added, p. 829, § 40, effective May 24. L. 92: (1), (4), and (5) amended, p. 493, § 14, effective May 26. L. 94: (1)(a) amended, p. 2690, § 219, effective July 1. L. 96: (1.6) added, p. 1799, § 19, effective July 1. L. 2000: (3) amended, p. 1855, § 54, effective August 2. L. 2002: (1)(a) amended, p. 1785, § 49, effective June 7. L. 2006: (1)(a), IP(1)(b), (1)(b)(I), (1.6), (2), (3), (4), (5), and (6) amended, p. 692, § 32, effective April 28. L. 2007: (1)(b)(II) amended, p. 739, § 13, effective May 9. L. 2008: (1)(a), IP(1)(b), and (1)(b)(II) amended and (5.5) added, pp. 1226, 1210, § 40, 22, effective May 22. L. 2009: (1)(b)(I), (1.6), (2), (3), (4), (5), and (6) amended, (SB 09-292), ch. 369, p. 1959, § 51, effective August 5.

22-28-109. District preschool programs provided by a head start agency or child care agencies.

(1) The state recognizes that there is significant value in using existing and established infrastructure through a head start agency or child care agencies, where available, for the provision of a district preschool program. Before the board of education of any school district whose pupil enrollment was less than or equal to seven hundred fifty pupils for the preceding budget year expends money for capital projects to provide additional facilities for a district preschool program, the board shall consider whether the district preschool program may be contracted out, in whole or in part, to a head start agency or one or more child care agencies located in the school district. The board of any school district, regardless of pupil enrollment, may contract out the district preschool program only if the provisions of this section are satisfied. In making its determination on whether to contract out the district preschool program, the board shall consider the recommendation of the district advisory council along with the following:

(a) Whether there is an established preschool program being provided by the school district or by a head start agency or one or more child care agencies that could be expanded or modified to include the district preschool program;

(b) Whether the district preschool program could be provided more efficiently by a head start agency or one or more child care agencies while still maintaining a quality program;

(c) Whether the head start agency or the child care agencies could provide a district preschool program that would meet the criteria established by the state board pursuant to the provisions of section 22-28-108 (1) and (2);

(d) Whether the school district or the head start agency or child care agencies providing the district preschool program could also provide extended day services for children enrolled in the program in need of such services.

(2) No board of education shall contract out the district preschool program unless the board is assured that the head start agency or child care agency will provide a quality program meeting the requirements of section 22-28-108 (1) and (2). At any time during the year, the board may request from the agency any information about the program that the board deems necessary to ensure that the agency is complying with said requirements. In addition, the board of education shall ensure that the services provided by the head start agency or child care agency with respect to the district preschool program shall be in addition to services then currently provided by said agency and that the moneys transmitted to said agency for the services provided in the district preschool program shall not supplant moneys available to fund other services provided by said agency.

(3) If the district preschool program is contracted out pursuant to the provisions of subsection (1) of this section, the board of education and the head start agency or child care agencies shall develop a plan for the transition of children from the preschool portion of the program to kindergarten.

HISTORY: Source: L. 88: Entire article added, p. 830, § 40, effective May 24. L. 96: IP(1) amended, p. 1799, § 20, effective July 1. L. 2006: Entire section amended, p. 693, § 33, effective April 28. L. 2007: IP(1) amended, p. 740, § 14, effective May 9. L. 2008: IP(1), (1)(a), and (3) amended, p. 1226, § 41, effective May 22. L. 2009: (1)(b), (1)(c), (1)(d), and (2) amended, (SB 09-292), ch. 369, p. 1960, § 52, effective August 5.

22-28-110. Parental involvement in district preschool programs

In establishing criteria for district preschool programs pursuant to the provisions of section 22-28-108, the

state board shall include guidelines for a school district to follow in establishing the responsibilities of parents in the district preschool program. The responsibilities shall be set forth in writing and provided to the parents of eligible children. Approved written or verbal communication between the parent and program personnel may be considered as fulfillment of responsibilities for program visitation. No child shall be accepted in the district preschool program unless one or both of the parents agree to assume the responsibilities, and failure of the parent or parents to fulfill the responsibilities shall result in the child being dismissed from the district preschool program.

HISTORY: Source: L. 88: Entire article added, p. 831, § 40, effective May 24.L. 2006: Entire section amended, p. 694, § 34, effective April 28.L. 2009: Entire section amended, (SB.09-292), ch. 369, p. 1961, § 53, effective August 5.

22-28-111. Coordination of district preschool program with extended day services

(1) (a) Any school district that establishes a district preschool program may coordinate the program with extended day services if the district advisory council and the school district find that there exists a need for the services. The services may be coordinated by the school district through one or more privately funded child care centers or publicly funded early childhood education agencies or through the school district itself.

(b) Any extended day services provided pursuant to paragraph (a) of this subsection (1), regardless of whether provided by a school district, head start agency, or public or private child care agencies, shall meet the appropriate standards for licensing established by the department of human services pursuant to section 26-6-106, C.R.S.

(2) The extended day services program shall be funded from fees charged to parents or from public or private funds, or from both. If the school district or the head start agency or child care agency providing the extended day services program meets eligibility requirements, it may seek and expend, on its own behalf or on behalf of the child's parents, public and private funds available for extended day services, including, but not limited to, social services funds, job training funds, and funds from private companies and charitable organizations.

HISTORY: Source: L. 88: Entire article added, p. 831, § 40, effective May 24.L. 92: (1) amended, p. 491, § 9, effective May 26.L. 94: (1)(b) amended, p. 2691, § 220, effective July 1.L. 96: (1)(a) amended, p. 1799, § 21, effective July 1; (1)(b) amended, p. 266, § 19, effective July 1.L. 2006: (1)(a) amended, p. 694, § 35, effective April 28.L. 2009: (1)(a) amended, (SB.09-292), ch. 369, p. 1961, § 54, effective August 5.

22-28-111.5. Coordination of district preschool program with family support services - establishment of parenting program

In coordinating a district preschool program with family support services and in establishing a parenting program as required by section 22-28-107 as a part of the proposal for the district preschool program, the school district is encouraged to apply for federal child care and development block grant funds and to seek support, advice, and technical and financial assistance from members of the community, from businesses, and from community and state agencies. In addition to other moneys available to the school district to fund the requirements of this section, the school district is authorized to seek and accept gifts,

donations, or grants of any kind from any private source or from any governmental agency. All such gifts, donations, and grants shall be transmitted to the treasurer of the school district, who shall credit the same to a special account in the school district general fund to be used solely to fund the requirements of this section.

HISTORY: Source: L. 92: Entire section added, p. 492, § 10, effective May 26.L. 2006: Entire section amended, p. 695, § 36, effective April 28.L. 2009: Entire section amended, (SB 09-292), ch. 369, p. 1961, § 55, effective August 5.

22-28-112. Reports to legislative committees

By January 15, 2007, and by January 15 of each year thereafter, the department shall report to the education committees of the senate and house of representatives, or any successor committees, on the effectiveness of the Colorado preschool program. The department is authorized to request from any participating school district such information and data as may be necessary to make such reports.

HISTORY: Source: L. 88: Entire article added, p. 831, § 40, effective May 24.L. 92: Entire section amended, p. 494, § 15, effective May 26.L. 96: Entire section amended, p. 1241, § 98, effective August 7.L. 2006: Entire section amended, p. 695, § 37, effective April 28.L. 2009: Entire section amended, (SB 09-292), ch. 369, p. 1962, § 56, effective August 5.

22-28-114. Change of program name - direction to revisor - authorization

(1) The revisor of statutes is authorized to change all references to the Colorado preschool and kindergarten program and to the state preschool and kindergarten program that appear in the Colorado Revised Statutes to the Colorado preschool program.

(2) The revisor of statutes is authorized to change all references to the district or district's preschool and kindergarten program that appear in the Colorado Revised Statutes to the district or district's preschool program.

HISTORY: Source: L. 2008: Entire section added, p. 1227, § 42, effective May 22.

RULES

<http://tinyurl.com/krr7gml>

2228-R 1.00 Purpose of the Colorado Preschool Program

1.01 The primary purpose of these rules and regulations amended on March 6, 2003, is to assist districts in the implementation of the Colorado Preschool Program, Section 22-28-101 Colorado Revised Statute. The Colorado General Assembly and State Board of Education recognize that without the benefit of high quality early care and education support, there are children who are at risk of early school failure. The Colorado General Assembly, along with the Colorado State Board of Education, further recognize that such these services must be implemented in partnership with families and other community resources that serve families.

1.02 These rules and regulations are adopted by authority granted to the State Board of Education in Section 22-2-107(1)(c). Rule making authority is also granted in Sections 22-28-106, 22-28-107(2), and 22-28-108(1)(a) and (1)(b) C.R.S. All previous rules and regulations governing the Colorado Preschool Program are repealed upon adoption of these rules and regulations.

2228-R 2.00 Criteria for determining which school districts shall be eligible for participation in the Colorado Preschool Program

2.01 In order to determine which districts shall be eligible for participation in the Colorado Preschool Program the Colorado Department of Education shall consider those LEAs which provide the following information by September 15th of each year.

- (1) The number of eligible children to be served by the district preschool program.
- (2) The role of the District Council in identifying the need for the Colorado Preschool Program.
- (3) Whether the district preschool program will be a nine-month or twelve-month program.
- (4) Whether the district preschool program will be provided by the school district itself or provided, in whole or in part, by a head start agency or one or more child care agencies under contract with the school district.
- (5) The number of schools in the school district or the number of head start agencies or child care agencies that would be involved in the district preschool program.
- (6) The dropout rate of the school district.
- (7) The test scores of children in kindergarten and the primary grades within the school district.
- (8) The plan for involving parents and the community in the district preschool program.
- (9) The demographic and geographic location of districts making application for participation in the program.
- (10) If the district preschool program is to be provided by the school district:
 - (a) The number of schools in the school district that would be involved in the district preschool program;

(b). The number of additional personnel needed to staff the district preschool program;

(c). The training program for preschool teachers.

(11). If the district preschool program is to be provided in whole or in part, by a head start agency or child care agencies under contract with the school district:

(a) The head start agency or child care agencies with which the school district will contract;

(b). The terms of the contracts;

(c) The procedure to be used to monitor the district preschool program being provided to the school district by the head start agency or child care agencies;

(12). The extended day services, if any, to be provided in connection with the district preschool program;

(13). The programs required under this comprehensive plan as specified in 22-28-R-404.

2228-R 3.00 Criteria for selecting districts for participation in the Colorado Preschool Program from the pool of applicants

3.01. It is the intent of the Colorado General Assembly and the Colorado State Board of Education to fund those districts that demonstrate a use of collaboration with the community in order to assure effective use of resources in the program. While the Colorado Preschool Program only funds a part time program, those districts that can create full day quality care and education through the use of existing resources, will be given preference in the selection process. The following criteria shall be used to select districts:

(1). The role of the advisory council in developing the proposal. This includes the extent to which the council reflects the mandated roles, is reflective of the community and is involved in the community needs assessment;

(2). The need for the Colorado Preschool Program as demonstrated by the numbers of qualifying, unserved children;

(3). The geographic location of the community;

(4). The quality and comprehensiveness of the plan for coordinating the program with family support services for participating children and families;

(5). The quality and comprehensiveness of the plan for involving the parent or parents of each child enrolled in the program;

(6). The quality of the proposed parenting program including the use of such models as: Parents As First Teachers, Parents as Teachers, the Home Instruction Program for Parents of Preschool Youngsters or other validated models.

2228-R 4.00 The District Council

4.01. The District Council is responsible for determining the need for a Colorado Preschool Program. This includes surveying existing early care and education facilities to determine the existence of waiting

lists. They can also determine any unmet need through contacts with other agencies such as social services and Resource and Referral. Upon completion of a district wide survey the District Council will recommend to the local school board whether or not a need exists and make a recommendation for or against applying for any available funds.

4.02 District Council Composition and Role

It is the responsibility of the superintendent to appoint members of the advisory council. The superintendent may appoint a designee to represent himself or herself. The superintendent shall appoint the following members:

- (1) two parents of preschool children in the district preschool program or from an existing early childhood care and education program if the district does not have an existing program
- (2) a representative from an agency responsible for health
- (3) a representative from social services
- (4) two representatives from the business sector
- (5) a representative from an agency responsible for job training
- (6) a representative from a publicly funded early childhood care and education facility
- (7) a representative from a privately funded early childhood care and education facility
- (8) Any other person(s) deemed appropriate by the superintendent such as: a kindergarten teacher, a principal, a representative from special education, a children's advocate, etc.

4.03 Members of the District Council are appointed for two year terms and may be reappointed at the discretion of the superintendent. Any vacancies on the District Council are filled by the superintendent. If such a vacancy occurs in a mandated role the person filling that vacancy must be representative of that role.

Once members are appointed to the District Council they will elect a chairperson. The chairperson will serve a one year term and may be reelected for a second year. The District Council shall meet a minimum of three times per year.

4.04 Comprehensive Plan

All participating districts must have a comprehensive Colorado Preschool Program plan for the delivery of services. The plan is developed by the District Council utilizing the expertise of its members and anyone else the council considers appropriate for the task. The Comprehensive Plan shall include the following elements:

- (1) Quality of Program. This section deals with the ability of the program to outline a process through which they will meet the Colorado Department of Education Quality Standards for Early Childhood Services.
- (2) Staff Development. This section addresses the identification of staff needs including delivering developmentally appropriate practice, teaching children who do not have English as a first language, involving parents, understanding and meeting the cultural needs of families and children. Plan should address how input from teachers about their educational needs are obtained and responded to.

(3) **Family Involvement.** This section addresses the agreements between program and family for involvement in the child's education and the role and expectations of the parents.

(4) **Family Support Services.** This section addresses the family support services that contribute to the health and well-being of the children. This includes:

- (a) nutrition
- (b) immunizations
- (c) health care
- (d) dental care
- (e) social service programs
- (f) mental health programs
- (g) recreation opportunities

(5) The plan for coordinating the district preschool program with a parenting program.

4.05 **Program Evaluation.** This section addresses the design for this program evaluation including:

- (1) child progress
- (2) parent satisfaction
- (3) the extent to which a comprehensive program is in place
- (4) monitoring

4.06. The district shall file the Comprehensive Plan with the Colorado Department of Education.

4.07. **Monitoring**

The District Council is also responsible for monitoring its programs that serve children funded by the Colorado Preschool Program. The elements of monitoring must address:

- (1) Compliance with all requirements of the Colorado Preschool Program;
- (2) The extent to which programs are meeting the standards of developmentally appropriate practice as established by the Colorado Department of Education Quality Standards for Early Childhood Services;
- (3) The degree to which parents are satisfied with their child's progress and their own involvement with the Colorado Preschool Program;
- (4) The extent of the availability and use of additional services for the family.

4.08. **Year End Report**

The council shall document its monitoring and evaluation findings and make them available to Colorado Department of Education as part of their year end report. Such information shall be used by Colorado Department of Education in making its report to the General Assembly as required by 22-28-112, C.R.S. Any needs identified through monitoring by the council shall result in recommendations for improvement to the participating programs.

4.09 Role of the District Council in issuing a Request for Proposal

It is the responsibility of the District Council to develop and issue a Request for Proposal to the community at least once every five years. The following elements shall be present in the Request for Proposal:

- (1) A clear criteria, consistent with the law, for selecting eligible children. All providers shall be knowledgeable about what factors qualify a child for the program.
- (2) The capacity of the program to serve the eligible children. This includes staff qualifications and ability to deliver a quality program as set forth in the Colorado Department of Education Quality Standards for Early Childhood Services.
- (3) The ability of the program to deliver parent support and parent involvement. This includes the extent to which the program collaborates with other agencies in order to provide an array of services to the family.
- (4) The timelines for the start of the program services.
- (5) The amount of funds to be awarded based upon the number of children served.

4.10 The District Council shall review all proposals received by the deadline set forth in the request. The District Council shall take measures so as to assure that there is no conflict of interest between those who are applying and those who are reviewing the proposals. After determining which proposals best meet or exceed the criteria, the District Council will make a recommendation to the local school board for funding. Final determination for funding is the responsibility of the local school board.

2228-R 5.00 Identification of eligible children

5.01 In order to be considered for eligibility, children must be 3, 4 or 5 years old. Four or five year olds must be eligible for kindergarten the following year and are not eligible for participation in the program for more than one year. Three year olds must lack school readiness that is attributable to at least three risk factors. Three year olds may participate in CPP as a four year old if they meet the eligibility requirements. It is the responsibility of kindergartens to be ready and serve all children who are eligible by birthdates established by the local education agency.

5.02 The local education agency is responsible for assuring that the children counted for funding in Colorado Preschool Program are eligible for participation. The Act established eligibility criteria that includes the following factors:

- (1) The presence of significant family risk factors that relate to a child's development. These risk factors include the following:
 - (a) an abusive adult residing in the home of the child
 - (b) Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child.

(c) The child is eligible to receive free or reduced-cost lunch pursuant to the provisions of the federal "National School Lunch Act", 42 U.S.C. SEC. 1751 ET SEQ.;

(d) The child's parent or guardian has not successfully completed a high school education or its equivalent.

(e) frequent relocation by the child's family to new residences

(f) homelessness of the child's family

(g) poor social skills of the child

(h) drug and/or alcohol abuse in the CHILD'S family.

(2) The child is in need of language development, including but not limited to the ability to speak English.

5.03. Children are eligible if they are receiving services from the State Department of Social Services pursuant to Article 5 of Title 26, C.R.S., as neglected or dependent children.

5.04. All local school districts must have available a list of risk factors utilized for the purpose of identifying children. When programs are monitored for compliance, local educational agencies shall be able to justify children being counted for funding as meeting the criteria. Local educational agencies may expand the list of risk factors in order to meet the unique needs of the community.

5.05. In order to participate in the Colorado Preschool Program, the parent(s) or legal guardian shall enter into an agreement about their responsibilities to the educational program of their child with the program that is providing the services. Children cannot participate unless such an agreement is made. The agreement may be formal or informal.

5.06. LEAs or designated providers must have in writing a plan that addresses parent involvement. Programs are encouraged to form agreements with families based upon the needs and abilities of the family.

5.07. If families fail to live up to their agreements, providers may dismiss the child from the program. This should be done only after all other attempts, including modification of the agreement, have been attempted.

5.08. Any child qualifying for similar services under other programs (i.e., special education) would continue to be eligible only for such services and would be funded under such programs.

2228-R 6.00 The Program

6.01. The Colorado General Assembly established the Colorado Preschool Program based upon research that indicates that young children who experience a high quality preschool program have greater success in their education than comparable children who do not. The key is high quality. It is not appropriate to have or to contract with a program that does not demonstrate the capacity to deliver high quality developmentally appropriate services as measured by the Colorado Department of Education Quality Standards for Early Childhood Services.

6.02. Licensing

The Colorado General Assembly has determined in that all Colorado Preschool Programs must comply with the Colorado rules and regulations for child care centers promulgated by the Department of Social Services pursuant to section 26-6-106, C.R.S. Full-day kindergarten programs funded by the Colorado Preschool Program are not required to be in compliance with these rules.

6.03. Program Standards

The Act requires the Colorado Department of Education to set program standards using nationally accepted standards. The State Board of Education shall approve the Colorado Department of Education Quality Standards for Early Childhood Services program standards. Furthermore, the Colorado Department of Education strongly encourages that all programs receiving funds under the Act be accredited by the National Association for the Education of Young Children.

6.04. There are basic elements of quality that are:

(1) Class size. The maximum number of pupils in a district preschool program shall not exceed fifteen. The adult child ratio is one to eight. An adult can be a paraprofessional, a parent, a speech/language therapist, a senior citizen or other appropriate adult figure.

(2) Frequency of contact. Classes are to be held for four half days per week or the equivalent. The remaining one-half day is to be used for home visits, staff development, or planning.

(3) Learning Plans. Each child shall have an individual learning plan. The plan shall include identification of the child's needs in the following areas:

(a) language

(b) cognition

(c) gross motor

(d) fine motor

(e) social skills/self-esteem

6.05. Family Involvement. The plan will include strategies for parents to use at home with their child. The district shall provide for the parents any necessary materials or work.

6.06. Staff Qualifications. Teacher skills are the key element to the delivery of services. The Act does not require a teacher to be certified in early childhood care and education because of the differing requirements in Head Start, private child care and public schools.

It is necessary, however, to insure that the teacher has the appropriate skills necessary to teach young children. Any teacher must be able to show that they have received education credits in the field of early childhood. This can be done through a portfolio that demonstrates knowledge in:

(1) Early childhood development;

(2) Applying developmentally appropriate practice in the classroom (National Association for the Education of Young Children);

(3) Knowledge of multicultural education;

(4). Understanding parents partnerships.

6.07 If the teacher cannot demonstrate skills in the above areas, they must be supervised by someone who can and they must be making progress in the areas of need as part of their staff development.

2228-R 7.00 Reporting Requirements

7.01 The Colorado General Assembly requires the Colorado Department of Education to submit annually a report on the status of Colorado Preschool Program. The Colorado Department of Education shall use the information required in the annual reapplication for participation in the Colorado Preschool Program as the basis of that report. In addition, each district council is required to select methods for measuring and reporting child progress. Such methods may include portfolio assessment. Districts are discouraged from using standardized tests as a means of measuring progress. Colorado Department of Education may request a report on child progress from districts as part of the final report.

7.02 In addition, the Colorado Department of Education may require a report on parent involvement and year end satisfaction with the program. Colorado Department of Education will make any data collection requirements for the final report known to all participating districts by March of the program year.

Smarter Management

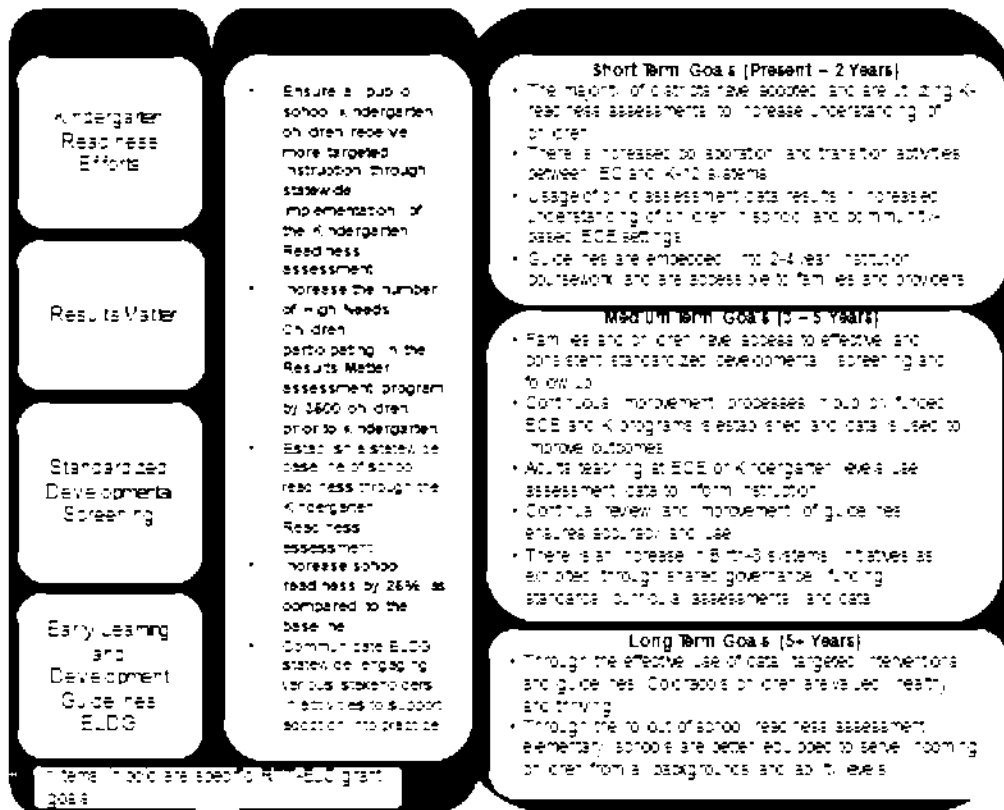
Inputs	Outputs	Present-2 years	Goals 3-5 years	5+ years
System Collaboration	<ul style="list-style-type: none"> Develop a comprehensive implementation plan for system integration Reduce or eliminate duplication and redundancies Increase number of grant opportunities as a result of plan for system integration Increase shared data and joint system administration for Base agencies operating programs and case systems Identify and develop additional resources to support implementation of Align existing and new resources with the implementation plan Identify gaps and sufficient resources 	Short Term Goals <ul style="list-style-type: none"> There is integration and coordination between systems at the state level that overages OGI implementation Shared vision and goals are identified 	Medium Term Goals <ul style="list-style-type: none"> All partners are working toward shared vision and goals Implementation of benchmarks and child outcomes are identified All stakeholders work together more effectively to improve child outcomes 	Long Term Goals <ul style="list-style-type: none"> Families experience integrated systems when participating in various programs
Efforts Towards Sustainable	<ul style="list-style-type: none"> Develop sustainable plans for programs including identification of consumers, key champions, and advocates Increase efficiencies identified in program administration working together Ensure the cost of increased quality is reflected in program funding and is fully funded 	Short Term Goals <ul style="list-style-type: none"> Systemic sustainable plans are developed Programs are sustainable beyond RTTT-ELC 	Medium Term Goals <ul style="list-style-type: none"> Sustainable plans expanded to early childhood programs administered by state agencies Public and private resources are leveraged 	Long Term Goals <ul style="list-style-type: none"> All outcomes and systems are sustainable
Effective Use of Data	<ul style="list-style-type: none"> Incorporate skill in use of data into ECI Professional Development and Training Link QRIS ratings data to child outcome data Establish governance structure for the planning, implementation and maintenance of data collection and information sharing 	Short Term Goals <ul style="list-style-type: none"> The use of more rigorous and comprehensive data and analysis is increased Statewide data is a school readiness and is prepared and needs support is determined 	Medium Term Goals <ul style="list-style-type: none"> Shared objectives and goals are data informed Data systems for early childhood programs are aligned Data is shared to inform and support the coordinated comprehensive plans Data is collected on an ongoing basis 	Long Term Goals <ul style="list-style-type: none"> High quality comprehensive statewide early childhood data systems are established and used to inform decisions on making

Better Quality

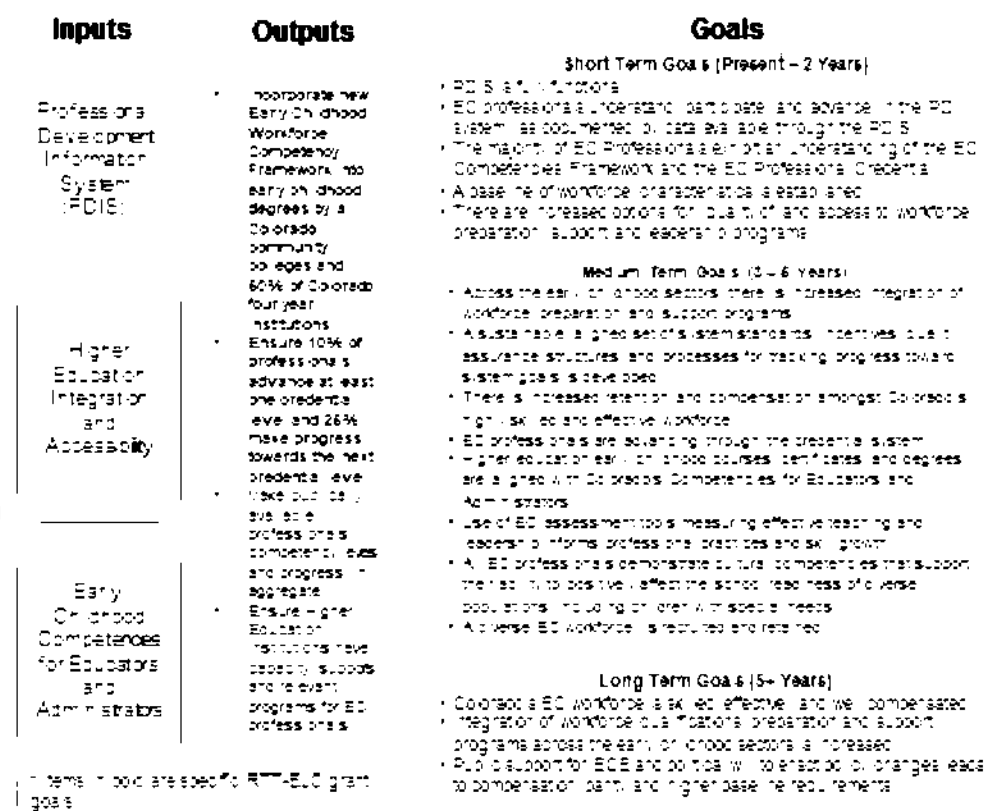
Inputs	Outputs	Goals
Quality Rating and Improvement System (QRIS)	<ul style="list-style-type: none"> Include all licensed early learning programs, serving approx. 200,000 children, in Next Gen QRIS Ensure that 35% of center-based child care programs are in the highest tiers (3-5) of quality Develop and disseminate provider training on use and value of QRIS Provide tiered reimbursement implementation to support providers striving for higher quality 	<p>Short Term Goals (Present – 2 Years)</p> <ul style="list-style-type: none"> Providers increase their understanding of what constitutes quality The availability of high-quality programs across the state, particularly for low-income, high-need areas, is increased Development of system infrastructure supports effective delivery of QRIS A validation of QRIS determines that the different rating tiers reflect meaningful differences in program quality <p>Medium Term Goals (3 – 5 Years)</p> <ul style="list-style-type: none"> All providers are committed to and making progress in quality improvement There is an increase in families considering demanding quality in the providers they select Policy and program management environments exist that demonstrated commitment to a culture of continuous quality improvement Childcare licensed programs move into the highest tiers (3-5) of QRIS Access to high-quality programs is increased, particularly for low-income, high-need students The number of providers that become licensed is increased <p>Long Term Goals (5+ Years)</p> <ul style="list-style-type: none"> EC professionals, families, advocates, and policymakers demand and provide support for high-quality All children are on track for school and future success There are improved learning and development outcomes for children birth-5 There is a data that high-quality programs result in improved outcomes All early childhood programs are participating in QRIS and licensed programs are in the highest tiers (levels 3-5) There is an increased understanding of which components of high-quality programs result in improved outcomes for children and families

Items in bold are specific RTTT-ELC grant goals

Deeper Understanding Of Children



Stronger Workforce



Increased Family/Community Engagement

Listening to
Families/
Community

- Increase the number of families reached with information
- Increase the number of families that report using information on child development and dual ratings to make decisions about their child's early learning

Informing and
Responding to
Families/
Community

- Coordinate state agency messaging and messages around early childhood
- Increase family representation in decision-making bodies
- Increase media coverage on EC services
- Increase legislative support for EC services
- Increase the number of identified family leaders

Early Learning
and
Development
Guidelines

Short Term Goals (Present – 2 Years)

- Families and community members have increased access to information about child development
- Families have increased access to information about the importance of high-quality programs and where to find them
- Families feel welcome in EC services settings and systems
- Families and providers engage in regular two-way meaningful communication

Medium Term Goals (3 – 5 Years)

- Families understand and can respond to information regarding well-defined expectations for their children's development and be advocates for their child
- There is increased awareness of the importance of high-quality early childhood programs in the media and legislation
- Collaboration between families and providers supports children's learning and healthy development
- The community supports policies and investments to help children enter kindergarten ready to succeed
- The availability of state-level data regarding content and quality of information provided to families and communities is increased

Long Term Goals (5+ Years)

- Families are engaged as partners in the child's education and development
- Supporting children's growth and development is seen as a shared community, school, and family responsibility
- The community works effectively across all sectors to affirm the importance of EC development
- All services actively promote family engagement
- The community demands and supports high-quality EC services



U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

October 3, 2014

The Early Childhood Leadership Commission (ECLC), created in 2010 as Colorado's early childhood state advisory council, was reauthorized by legislation in 2013 as the entity charged to be the trusted and proactive champion for high-quality, outcome-focused programs and services for pregnant women and children birth to age eight in Colorado. This high-level, interagency, cross-sector, public-private commission accelerates and sustains Colorado's commitment to improving outcomes for young children by promoting a shared vision and strategic direction for an aligned system of services and supports. Its vision is that Colorado has a comprehensive, seamless and effective service delivery system that supports families to ensure that all Colorado's children are valued, healthy and thriving.

As the Commission responsible to advise the Colorado Department of Human Services, Office of Early Childhood and for the alignment of standards, policies and procedures across programs and agencies, the ECLC supports this application for the Colorado Department of Education and its various subgrantees' to participate in the Preschool Development Expansion. Specifically, the Early Childhood Leadership Commission agrees to:

- ensure Colorado's shared vision and state plan supports high-quality preschool programs as defined in the Preschool Development Expansion Grant including high staff qualifications such as teachers with a bachelor's degree in early childhood education;
- ensure the creation of the Colorado Preschool Program Advisory Group which will value diverse perspectives and provide leadership as Colorado works to expand the State Preschool Program and create high-quality preschool opportunities for all children;
- integrate and coordinate standards, rules, policies, and procedures across programs and agencies that support young children;
- pursue infrastructure reforms and policy improvements through partnerships and public awareness;
- work towards the sustainability and scalability of high-quality preschool programs.

We look forward to the opportunity to accelerate efforts to ensure high-quality preschool programs for families with young children in Colorado.

Respectfully,

(b)(6)

(b)(6)

(b)(6)

Barb Grogan
ECLC Co-Chair

Anna Jo Haynes
ECLC Co-Chair



October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am writing to you on behalf of Colorado's youngest and most vulnerable children. As a university professor I have the privilege of being in the classrooms of my students (who are preschool teachers) on a regular basis. The teachers and staff work hard to provide quality education and care to young children. They work closely with the families and other agencies to build on strengths and access resources that will help improve the success of the children. However, when I am in classrooms of K-3 teachers and children I often find that many of the children in these classrooms did not have the benefit of regular attendance at a high quality preschool. These teachers tell me that one of the key differences is the self regulatory skills of the children. It is difficult to make academic progress if you have delays in self control. Another key teachers make note of is the access to early intervention. When early intervention happens in a high quality setting with high quality teachers and resources, children are much more likely to be able to take on the demands of K-3 content and skill expectations.

Over the last few years Colorado has made recent and significant investment in its state preschool program (CPP) and has taken action to provide more full-day preschool. As a non-native Coloradan who has been in the state since 1998, I have been impressed with state wide collaboration and the level of community collaboration. I have been a part of our local ECE council and am still surprised at who "comes to the table". Our regular meetings include individuals from public health, mental health, private business (both within and outside of ECE), public schools, higher education (both four year and two year), as well as center directors and family service representatives. There is always someone there from our local Board of Cooperative Educational Services who helps us keep serving Colorado's children with disabilities in the forefront of our thinking. As I observe in classrooms, it is clear that providing these children access/opportunity to attend preschool in the least restrictive environment is really happening. As funding ebbs and flows (sometimes it feels like more ebbing!) I find our local and state community still making things happen for children and families. .

Colorado's efforts around quality have focused on standards, ratings, and monitoring using the latest research. Alignment has been one of the things of which leaders have been keenly aware. I served on a P-3 Task Force that grew out of the Governor's P-20. The work that this group did helped to anchor the early learning guidelines in best practice and gave the state a foundation for their efforts for a one stop shop for ECE in Colorado. I look forward to more of our preschool teachers and staff furthering their education as funding becomes available.

I fully support the Colorado Department of Education and its various sub grantees' application for Preschool Development Expansion funds. Adams State University has a positive relationship with Colorado Department of Education; the Department of Teacher Education has worked closely with CDE on numerous projects and initiatives. Adams State University is fully committed to the initiatives outlined in Colorado Department of Education's proposal for Preschool Development Expansion Grant funding. I am writing to affirm this commitment and our intended involvement in implementation of the initiatives that fit with our mission of providing higher education access and success for underserved populations. Adams State University is a Hispanic Serving Institution. We are committed to providing access to higher education for students in rural Colorado and underserved areas. One of our key supports for the early childhood community has been the development and offering of a Bachelor's Degree for Early Childhood Education. While we have focused on students who do not want a teaching license and our current program is non-licensure, we are developing a licensure program for students who want to go that route.

This spring (2015) the fifth cohort of our Early Childhood Education BA degree program will graduate. One hundred percent of the students in the history of the program received some sort of financial aid during their program of study. Over 95% are first generation college students. All but one student have been female and 55/76 have been students of color. One of the recent graduates is now in a Master's program through the Boettcher Program at Adams State University, and will graduate with her teaching license in Elementary, Early Childhood and Culturally and Linguistically Diverse. With one exception, teachers who complete the program have chosen to stay in the field of early childhood education. Researchers have repeatedly shown the value of a highly qualified teacher. We are committed to helping Colorado Department of Education provide highly qualified teachers to the early childhood community in Colorado.

Personal Anecdote: I recently had the opportunity to spend some time in a Colorado Preschool Program classroom that is using TOOLS of the Mind. The principal had shared that they had a little boy who everyone had fallen in love with as everyone had spent so much time with him! The description of ping-pong ball fit. He was chronologically 3 ½ but on a developmental scale, about 24 months. The first two weeks of school he bit, hit, scratched and spit on everyone, especially teachers. He also ran out of the classroom when he got a chance. I watched him and the assistant the school district had to hire for him. The teacher, the regular paraprofessional and the assistant (and at times me) tried to ease him into the routines and activities. It was clear that he was not ready for the environment in which he found himself. It was up to teachers to change the environment, find resources and assist the family. The school knew that Child Find and the child's doctor had previously encouraged the family to get help for the child but the family never followed through. ...

While everyone was open with the mother, it was clear she was also overwhelmed with five children under the age of six and one on the way. However, teachers tried to be a positive as they could and find his strengths. On the night of the open house, his family came. Teachers reported that the father repeatedly thanked everyone for working with his son, and both parents were genuinely interested, to the best of their ability, in helping him grow. The next day the teacher shared her frustration that the mother did not seem to realize the seriousness of his delays and behavior. I gently reminded her that as a parent you cling to any thread that your child is "OK" and the school had accomplished what the doctor and Child Find had not. In just three short weeks they had managed to build a trusting relationship with the family. Not only were they getting their children to school each day, providing a snack for the children, and were almost always positive and happy when they picked up the children, they came to an open house! They were open to having the child screened for delays and to having specialist work with him if needed.. This is what quality preschool is about. While letters, numbers and self regulation are important, what is equally valuable and long-lasting, is the work we do with families.

. Expanding high quality preschool is essential if we want to close the achievement gap.. We won't close the achievement gap by investing in high quality prisons. Colorado has made great strides in early childhood education and will continue to grow and develop our systems... This funds provided by this grant will enable us to continue on our journey...

Sincerely,

(b)(6)

Linda Garris Christian, Ph.D.
Professor of Education
Adams State University



COLORADO ASSOCIATION

October 1, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

The Colorado Association for the Education of Young Children (CAEYC) is fully committed to the initiatives outlined in the Colorado Department of Education's proposal for the Preschool Development Expansion Grant funding. I am writing to affirm this support and our commitment and involvement in implementation of the initiative.

CAEYC is a statewide organization of those working with young children and their families in a variety of settings. Our network involves more than 1000 early childhood professionals across Colorado. We are committed to working with CDE with the Preschool Expansion initiative, specifically concerning continued professional development for classroom teachers, thereby encouraging quality improvement.

CAEYC, being the state affiliate of the National Association for the Education of Young Children, promotes high quality Early Care and Education for all young children, especially with the NAEYC Accreditation system of high quality, research based standards. NAEYC Accreditation standards for programs serving young children are included in the new Colorado Quality Rating and Improvement System. The Colorado Community Colleges have achieved NAEYC Accreditation of Associate Degree Programs that meet Professional Preparation Standards for programs preparing early childhood educators.

Colorado is a leader in successfully bringing together stakeholders to work together and assist in the development of the best systems for improving quality and access for all of Colorado's young children. Over a dozen early childhood organizations and agencies meet at least monthly to discuss policy and other early childhood issues as a team to assist the Departments in moving forward with or without sufficient funding and always promoting and improving preschool initiatives, especially for our most at risk children and families.

Thank you for your consideration of the Preschool Development Expansion Grant.

Linda Adams, Executive Director
Colorado Association for the Education of Young Children



P.O. Box 631326 • Highlands Ranch, CO 80163-1326

PR/Award # S419B150022

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UNIVERSITY of
NORTHERN COLORADO



School of Special Education

10/3/2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am writing in full support of the Colorado Department of Education and its various subgrantees' application for Preschool Development Expansion funds. This project will meet a great need in Colorado's early childhood community by supporting expansion, providing quality improvements and building effective state infrastructure for state preschools to address gap in resources and materials that specifically address this population in a growing diverse community in early childhood.

During my past experiences as a classroom teacher and now as a faculty who is involved in the preparation of early childhood professionals, I believe that there is an increasing demand for high quality preschools and systematic training, information, and resources for professionals that reflect current research and pedagogy that are tailored to the diverse identities of staff, families, and children. As proven by their past track record, the Colorado Department of Education's early childhood team brings a wealth of experience and expertise that will elevate the quality of preschool services, training of professionals, and further deepen our understanding and knowledge in how to best serve young children and families in Colorado.

If funded, I gladly agree to support the project in as needed. My training, professional experience, and expertise allows me to serve you well. I have over 18 years of experience in the field of special education in general, and ten years in early childhood specifically. I hold a Ph.D. in special education with emphasis in early childhood from the University of Kansas. My main emphasis has been acting as a catalyst to promote quality services for children and their families in early intervention/ early childhood programs. My research areas and interests are, effective inclusive intervention for young children with disabilities or at risk for disabilities; teacher preparation, and; effective community, family, and professional partnerships. In accordance with my interests, I have published articles, book chapters, received grants and awards, and presented at numerous local, national, and international conferences. I work closely with the Colorado Department of Education's early childhood team on the three grants funded through the Department of Education to prepare well qualified early childhood professionals and paraprofessionals. Further, I currently serve on School Readiness Assessment Committee and have served on the Early Challenge Grant Proposal Preparation Task Force and now serve on their Advisory Council.

Additionally, as the coordinator of the blended early childhood/ early childhood special education master's degree program at the University of Northern Colorado, I ensure that the curriculum and

UNIVERSITY of
NORTHERN COLORADO



School of Special Education

trainings, which operates under the Colorado Department of Education's licensure guidelines and is accredited by NCATE (Now CAEP), are aligned with the NAEYC, CEC and DEC's professional standards...

I wish CDI the very best in their endeavors to continue to be trailblazers in the early childhood community through their leadership, vision, and hard work. If you have any further questions, please do not hesitate to contact.

Sincerely,

(b)(6)

Rashida Banerjee, Ph.D.

Associate Professor & Coordinator of MA Early Childhood Special Education Program

rashida.banerjee@unco.edu

(970) 351 1184

October 7, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am pleased to be writing to you on behalf of Colorado's youngest citizens and in full support of the Colorado Department of Education and its various sub-grantees' application for Preschool Development Expansion funds. I am writing in both my capacity as Co-Chair of the statewide Early Childhood Professional Development Committee and as Dean of the School of Education and Human Development at the University of Colorado Denver.

The faculty and I at CU Denver are fully committed to the initiatives outlined in the department's proposal and affirm this commitment as well as our intended involvement in implementation of the initiative. In particular, we have a new Bachelor's degree with areas of concentration in early childhood education, special education, elementary education and human development and family relations, the first three leading to licensure. We have worked diligently with our Community College colleagues to create articulation agreements and we are working to demonstrate alignment with the CO Early Childhood Competencies framework. Our goal is to facilitate building capacity for workforce development in the state.

Colorado has a vibrant and coordinated ECE professional community, one that has tirelessly worked, with and without funding, to advocate for and build quality programs for young children, their families and their teachers. I truly believe we are in a unique period of momentum where we could truly maximize the use of the proposed funds. These funds would complement the work that resulted in a greater investment in state preschool; the recent commitment to grow full day preschool; the well-constructed early learning guidelines that align with Colorado academic standards, the field's best practices and the research base that informs them; the exemplary work in inclusive early education assuring access to quality for children with disabilities. Finally, and most significant is the Colorado system, developed over 25 years, for quality improvement, ratings, tracking and professional development. Thank you for your consideration of the Colorado proposal.

Sincerely,

(b)(6)

Rebecca Kantor
Professor and Dean
School of Education and Human Development
University of Colorado Denver



University of Colorado Denver
School of Education & Human Development

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

On behalf of the Early Childhood Program at the University of Colorado Denver, I am writing to support the initiatives outlined in Colorado Department of Education's proposal for Preschool Development Expansion Grant funding...

The mission of the Early Childhood Education program at the University of Colorado Denver is to prepare early childhood professional leaders in Colorado with the knowledge and skills to meet the needs of young children and their families within a rapidly changing and diverse society... Our Bachelor of Arts degree with a major in Teaching, Learning, and Development is a four-year interdisciplinary professional degree program to prepare undergraduate students for careers in early childhood education... CU Denver has an on-going relationship with the Colorado Department of Education and EC/Preschool Service Providers in Colorado to place interns in practicum partnership sites and we will develop more partnerships with them to provide student teaching placements for our undergraduate ECE interns.

The University of Colorado Denver fully supports full day preschool opportunities for at-risk children across Colorado and funding to assist early childhood teachers in attaining bachelor's degrees. As baby-boomer teachers retire, there will be an unprecedented need for new teachers in Colorado, where 44% of teachers are over 50. In Colorado, early childhood education, elementary education, and special education positions are expected to grow more than 20% by 2020. It is imperative to provide funding to assist prospective early childhood teachers to complete their degree and licensure programs.

Workforce demand for well-qualified early childhood teachers is also increasing due to policy changes. Head Start now requires that at least 50% of teachers have a baccalaureate or advanced early childhood education degree and coursework equivalent to an early childhood education major. Additionally, more teachers will need to be hired in Colorado to support the goals of the Race to the Top Early Learning Challenge initiative...

As an early childhood educator and representative of the Early Childhood Education program at the University of Colorado Denver, I pledge my support to the Preschool Expansion initiative, and welcome an expanded collaboration between the university and this initiative to support continuing teacher professional development and ongoing quality improvement in preschool services, especially with respect to serving Colorado's children with disabilities...

Sincerely,

Suzanne Adams

Suzanne Adams
Clinical Professor Early Childhood Education
University of Colorado Denver

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

The College of Education at the University of Colorado Colorado Springs is fully supportive of the Colorado Department of Education's application for Preschool Development Expansion funds.

COE began offering a new program in Inclusive Early Childhood Education a year ago and has, through the efforts of its director, made significant inroads with both the Pikes Peak region's early childhood community as well as involvement with CDE and its Early Childhood initiatives. The College is committed to preparing the best early childhood educators possible and has been pleased with the progress Colorado has made in the field, including:

- the recent and significant investment in its state preschool program (CPP)
- the state's commitment to grow full-day preschool
- the creation and maintenance of a high-level, authentic community collaboration across EC sectors
- the focus on serving Colorado's children with disabilities, providing these children access/opportunity to attend preschool in the least restrictive environment; these children have been provided full-day preschool opportunity. This is particularly meaningful to the College as this parallels our philosophy in designing the Bachelor of Innovation in Inclusive Early Childhood Education so that educators are prepared to teach *all* children.
- the state's commitment to "always moving forward," with or without dollars (federal/otherwise) and its efforts in promoting/improving preschool initiatives
- the state's "centerpiece" that consists of its systems for quality – standards, ratings, monitoring – a holistic approach that reflect 25 years of work, and aligns with accreditation standards, best practices and the latest research
- that Colorado has created and tested solid early learning guideline that are anchored in academic standards and Head Start outcomes, providing a "one stop" foundation in the broad/local approach to preschool

As a teacher educator concerned with best practices in education, it has been refreshing to observe Colorado's focused and well-planned dedication to developing a smart initiative integrating the many organizational facets needed to best serve the state's earliest learners. COE affirms its commitment to continuing its work with CDE in furthering our shared purpose through the proposed preschool expansion/quality improvement initiative.

Sincerely,

Mary Snyder, Dean
College of Education
University of Colorado Colorado Springs
msnyder3@uccs.edu

September 30, 2014

U.S. Department of Education and U.S. Department of Health and Human Services
Washington, DC

To Whom It May Concern:

Knowing Colorado's deep commitment to improving access to high-quality preschool programs, we are excited that Governor Hickenlooper and the Colorado Department of Education are applying for a federal Preschool Development Grant—Expansion Grant. Such funding will provide critical assistance to the state as it works to achieve its ambitious early learning and school readiness goals.

Teaching Strategies is honored to have been collaborating with Colorado's Office of Early Learning and School Readiness since 2003. Colorado was one of the first states to implement a statewide early education assessment program, and its leadership has both shaped and reflected best practices for the assessment of young children. As consensus about what children should know and be able to do at various ages has evolved and as ideas about developmentally appropriate assessment have changed, Colorado has consistently guided other states, sharing innovative ideas and lessons learned. Colorado's feedback has helped improve the validity and reliability of early childhood assessment instruments and ensured their successful implementation in large-scale initiatives.

The Office of Early Learning and School Readiness has helped Colorado educators transition successfully to new tools as assessment technology has evolved, promoting improved outcomes for children by collecting meaningful data that informs individualized instruction as well as program-improvement efforts. At the 2008 NAEYC Institute for Early Childhood Professional Development, Nan Vendegna, Program Director, Colorado Preschool Program and Results Matter Program, presented a session on the use of an online assessment instrument to analyze statewide data. During the summer of 2010, Colorado began phasing in a state-of-the-art online assessment instrument, *Teaching Strategies GOLD*. After gaining experience with the tool, Colorado hosted a *GOLD™* roundtable event with Colorado district leaders, Colorado Department of Education staff members, invited staff members from the Nebraska Department of Education, and Teaching Strategies staff members. The Colorado Department of Education continues to participate actively in two ongoing learning communities with other states that have adopted the tool, and it has shared professional development materials and Results Matter videos. Earlier this year Colorado hosted several other states for a 2-day learning community meeting to share ideas and best practices related to kindergarten assessment. Colorado Department of Education personnel have been forthright about the benefits and challenges of early childhood assessment, and generous in sharing strategies for implementation, stakeholder communication, and the appropriate use of assessment data.

The Colorado Department of Education's collaborative approach supports thoughtful early childhood assessment initiatives in other states as well as in Colorado. We are pleased to write this letter of support for Colorado's Expansion Grant application.

Best regards,

(b)(6)

Andrea Valentine
President and Chief Operating Officer

7101 Wisconsin Ave., Suite 700
Bethesda, MD 20814

301 634 0818 Phone
301 657 0250 Fax

TeachingStrategies.com

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Dear Secretary Duncan and Secretary Burwell:

I am writing today to express Teach For America • Colorado's strong support for the Colorado Preschool Expansion, Grant application.

Teach For America • Colorado is striving to ensure every student in the state of Colorado, particularly the 210,000 growing up in or near poverty, have access to an excellent education, by ensuring each child has access to a high quality school and seat. We are doing this by focusing our effort on mobilizing our partners and collaborators on a shared vision, and, as Teach For America working on the leadership pipeline of educators and school leaders; this includes early childhood access for all students. We are deeply invested in Colorado's application because we know Colorado is dedicated to providing access to high quality programs to improve outcomes for young children.

We are inspired by Colorado's vision to expand pre-K for our state. Currently, our state is serving nearly 20,000 three and four year-olds and this funding will allow us to build upon this success for more children and families. We know this is essential to creating an equitable landscape for all children to have access to a high quality teacher and education.

Sincerely,

(b)(6)

Sean VanBerschot
Executive Director
Teach for America • Colorado



AN AMERICORPS PROGRAM



3607 Martin Luther King Blvd • Denver, CO 80205 • Phone: 303.339.6800
Fax: 303.339.6833 • Toll Free: 1.877.338.2273 • Website: www.qualistar.org

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom it May Concern:

I am writing to voice Qualistar Colorado's full support of the Colorado Department of Education's (CDE) application for Preschool Development Expansion funds. This funding will support a much-needed expansion of the Colorado Preschool Program allowing it to serve more at-risk children in high-quality care.

Qualistar Colorado is a non-profit dedicated to promoting the school readiness of all Colorado's children by working across the state to improve the quality of early learning programs and helping parents find and choose high-quality early care and education... Qualistar serves as the Child Care Resource and Referral State Network Office and is the state Quality Ratings and Improvement System Administrator... In addition to these core programs, the organization supports the early childhood community through T.E.A.C.H. scholarships, capital improvement grants and health programming and supports...

At Qualistar we understand why preschool is important and we want to ensure that every child in Colorado has the opportunity to attend a high quality preschool program. The Colorado Preschool Program is an effective strategy to prepare children for kindergarten success while supporting families and communities in their quest to provide high quality preschool programming. The program's focus on quality reflects 25 years of work to align accreditation standards, ensure best practices and incorporate the latest research.

Colorado is committed to growing the Colorado Preschool Program... The State is working to grow full-day opportunities for children and will continue to collaborate with community partners to support the growth and expansion of this critical program... A Preschool Expansion Grant would be a big step forward for the state and its preschoolers. Qualistar is pleased to be a part of this effort and hopes that the U.S. Department of Education will join us in this initiative...

Thank you for your consideration of Colorado's proposal... Please feel free to contact me at htritten@qualistar.org or by phone at 303-339-6806 if I can be of further assistance.

Sincerely,

(b)(6)

Heather Tritten
Interim President and CEO
Qualistar Colorado



611 A. Weber Street, Suite 200
Colorado Springs, CO 80903
☎ 719.581.9400
Fax: 719.581.9452
www.PEAKparent.org

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am pleased to write this letter of support for the Colorado Preschool Development Expansion Grant. Research about the successes of our early childhood and preschool systems and services in Colorado shows the benefits for children for future success in life. This grant will support expansion and state infrastructure for preschool across the state.

PEAK Parent Center is fully committed to the initiatives outlined in Colorado Department of Education's proposal for Preschool Development Expansion Grant funding. I am writing to affirm this commitment and our intended support of implementation of the initiative.

PEAK Parent Center (PEAK) is Colorado's Parent Training and Information Center (PTI) which works with families across the state who have children ages birth – 26 disabilities or are at risk of developmental delays. We speak with hundreds of families of young children each year who are looking for early childhood education and supports.

We have a longstanding, quality relationship with Colorado Department of Education early childhood services and have partnered with them on initiatives in the past.

PEAK is very interested in being involved with the proposed preschool expansion initiative in Colorado and would like to share the voices of families around the state as stakeholders of these services. Colorado has had a long standing commitment to serving children in the least restrictive environment, and providing the full-day preschool opportunity based on best practices and the latest research is critical.

I ask you to give this proposal serious consideration. Based on Colorado's track record and our long standing commitment to supporting early childhood services, there will be huge benefits for young children with this opportunity.

Please feel free to contact me if I can provide further information.

Sincerely,

(b)(6)

Barbara E. Buswell
Executive Director
PEAK Parent Center



School of Education
1500 East 17th Avenue
Denver, CO 80202
303.556.3000
www.msu.edu

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

It is my pleasure and honor to write this letter of support for the Colorado Department of Education's proposal for Preschool Development Expansion Grant funding. As a School of Education that prepares a significant number of teachers for Colorado's schools, we are very aware of the need for high-quality educators for the state's youngest and most vulnerable children. We understand the urgent need for young children to have access to excellent teachers from their earliest experiences in educational agencies and schools through high school. We feel that the initiative described in this proposal will help us meet this need in Colorado, and are glad to support this effort.

Colorado is continually advancing forward-thinking preschool initiatives that seek to improve the learning conditions of preschoolers. The solid early learning guideline that is already in place is anchored in academic standards and Head Start Outcomes. As a result, the state already has a broad, as well as local, approach to preschool education. Because of the state's proven track record, there is no doubt that the Colorado Department of Education will maximize the impact of the federal funds to improve the educational experiences of preschoolers throughout the state.

Therefore, without reservation, I support the Colorado Department of Education's proposal. It has the potential to significantly advance educational access and impact to the state's youngest learners.

Sincerely,

(b)(6)

Elizabeth R. Hinde
Dean, School of Education
Metropolitan State University of Denver



1000 Rim Drive
Durango, CO 81301-3999

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am pleased to write this letter in full support of the Colorado Department of Education and its various sub grantees' application for Preschool Development Expansion funds. The Fort Lewis College Early Childhood and Elementary Program is committed to providing quality professional development to our Southwest Colorado early childhood workforce. I am writing to affirm this commitment and our intended involvement in implementation of the initiative.

The Fort Lewis College Early Childhood Program has worked on early childhood and family partnership initiatives federally, at the state level, and the local level, including the local school districts. It is our opinion that the Colorado Department of Education is dedicated in providing a quality system that includes professional development that aligns with national accreditation standards, best practices and the latest research. We are excited to be a part of the "move forward" in early childhood practice.

I personally have worked in the field of early childhood in Colorado since 1987. In recent years I have seen the State of Colorado implement systematic changes that contribute to the respect and value of the profession. Their systematic work in alignment of birth through post-secondary practice is amazing, inspirational and is contributing to a rise in society's esteem of our profession.

Sincerely,

(b)(6)

Dr. Kristine Greer
Associate Professor, Early Childhood/Elementary
Teacher Education
Fort Lewis College

October 7, 2014

US Department of Education

To whom it may concern:

I support Colorado's application for a Preschool Development Grant because...

these children are our future	Early Care and Education Professional	(b)(6)
it helps prepare our children for kindergarden. They learn alot of social & academic skills, they would otherwise not get to help them excel in the educational future!	Parent, Grandparent, Foster Parent	
it's a critical element of lifetime learning and early education should be supported and available to all children.	Parent, Grandparent, Foster Parent	
I cannot say enough about how important preschool is for Colorado. As a seasoned educator, I have come to realize the importance of building literacy at the preschool level. This foundation, built well, serves the students throughout their primary and secondary schooling. Without the preschool foundation, K-12 schools have a difficult time closing the achievement gap.	Parent, Grandparent, Foster Parent	
Preschool is essential to early development and keeping our kids ahead of the curve.	Parent, Grandparent, Foster Parent	
research has shown how important preschool is, as it lays the foundation for future success. All our preschoolers should have the opportunity to attend preschool; those that do not begin Kindergarten farther behind those that do.	Early Care and Education Professional	
The use of technology for teachers and children alike is growing each day, additional funds are needed to support this area of need	Early Care and Education Professional	
Early Learning is the foundation for children and their families	Parent, Grandparent, Foster Parent	
It could benefit more children and programs in my state.	Parent, Grandparent, Foster Parent	
The San Luis Valley has a need for it!	Early Care and Education Professional	
our child has had a great preschool experience at Fireside Elementary.	Parent, Grandparent, Foster Parent	
early childhood education is an excellent investment in the education of our children!	Parent, Grandparent, Foster Parent	
We believe strongly that every child can benefit from a positive preschool experience and best of all, can instill a lifetime love of learning!	Early Care and Education Professional	
As a parent, I know how tough it is to find affordable, high quality preschool and get your kids in! As a CEO of a nonprofit working with struggling kids and families, I know how important quality affordable preschool is to kids success and the future of our state.	Parent, Grandparent, Foster Parent	
The earlier kids start to learn the better	Parent, Grandparent, Foster Parent	
early brain development research strongly indicates thata starting by age 5 is too late for many children who's homes or early experiences lack support for quality early development	Early Care and Education Professional	
early childhood programs provide children educational opportunities coming into school they may not otherwise be afforded.	Parent, Grandparent, Foster Parent	
our children need a rich learning environment while their parents are at work	Early Care and Education Professional	
We take our Kid's seriously.	Early Care and Education Professional	
As an educator and parent I strongly believe in our education system	Parent, Grandparent, Foster Parent	
investing in high quality early education experiences for all children will make Colorado a stronger state now and in the future.	Early Care and Education Professional	
Preschool is no longer an extra or addition to prep for Kindergarten it is a necessary part of school readiness. We cannot afford to let early childhood years slip by without quality early childhood programs available for all children.	Early Care and Education Professional	
It helps establish education at an early age. It is critical to teach child while their brain is like a sponge.	Early Care and Education Professional	
education is an equalizer, especially if given early!	Parent, Grandparent, Foster Parent	
My 3.5 year old daughter is thriving in her first year if preschool! Her world is opening up thanks to the work and love of her amazing preschool teachers!	Parent, Grandparent, Foster Parent	
Colorado's children deserve to have their education be a priority and not have to rely on daycare as the only option for this age group.	Parent, Grandparent, Foster Parent	
it benefits children and families to be engaged in education and all levels of development- be it physical, mental, social, cognitive, scientific, mathematic, literacy...I could go on and on!). Preschool matters!!!!	Early Care and Education Professional	
schooling at an early age is important.	Parent, Grandparent, Foster Parent	
I have seen the benefits Preschool provides for families.	Parent, Grandparent, Foster Parent	

With respect specifically to Pueblo, preschool continues to be an area of great need.. I work in a school district and on a continual basis this year I have heard from kindergarten teachers that a good percentage of their students have come to kindergarten without any prior preschool experience. Despite the CPP slots afforded to the district and the approximate 250 children participating in Head Start, we see healthy numbers of children ill prepared for the rigors of kindergarten. Work to ensure kindergarten is what it should be is another matter, however the first year of formal education should begin successfully and research reveals that this includes preschool. Our community child care centers need support to provide quality programming at affordable cost to families and/or at little to no cost due to the 37% poverty rate again this 2014. Child care centers, preschools, and family home providers, in addition to head start and school districts, need support in providing preschool to prepare children for kindergarten.. Therefore, I support Colorado's application for a Preschool Development Grant.	Early Care and Education Professional	(b)(6)
Our children are ready for organized education as early as two.	Parent, Grandparent, Foster Parent	
Access to early education for children is a prerequisite for a thriving society.	Parent, Grandparent, Foster Parent	
Early childhood is the best time to help kids learn!	Parent, Grandparent, Foster Parent	
I am a parent and a professional involved in early childhood	Parent, Grandparent, Foster Parent	
Too many kids miss out on preschool. No slots	Early Care and Education Professional	
children who attend preschool are more socially and emotionally prepared for Kindergarten and elementary school. They know how to use their words to ask for what they need, and they communicate better with their peers. Children who have attended PreKindergarten already know how to follow a schedule and be a part of a group. They can attend for longer periods of time, which prepares them for sitting at a desk for Kindergarten.	Early Care and Education Professional	
it helps children succeed in school and life by giving children and families social/emotional and academic support.	Early Care and Education Professional	
It tremendously helped my child whose first language is not English & expanded his social skills ten fold.	Parent, Grandparent, Foster Parent	
We at Jeffco believe passionately in preparing children to be ready to read	Early Care and Education Professional	
We have an autistic grandson and his preschool has helped him in more way that we imagined!!	Parent, Grandparent, Foster Parent	
preschool is critical for early childhood development, school readiness, and future workforce readiness.	Parent, Grandparent, Foster Parent	
our children are our future!	Parent, Grandparent, Foster Parent	
every child deserves an equal start in life	Parent, Grandparent, Foster Parent	
there are limited opportunities and choices for children in rural communities such as ours. Low-income families are challenged to make ends meet and do not have funds for preschool. Early intervention of disabilities is key for the child's success in school and life. Preschool experience is so important in all areas of development but especially social-emotional !!!	Early Care and Education Professional	
There is already a lot of infrastructure to make quality improvements successful!	Early Care and Education Professional	
Colordao is positioned to make meaningful improvements in the services available to our preschool children and their families.	Early Care and Education Professional	
it's essential to healthy student development	Early Care and Education Professional	
Quality early learning experiences help shape a child for life	Early Care and Education Professional	
these early years are extremely important in terms of development	Early Care and Education Professional	
There is strong evidence that kids have better futures when they attend preschool	Parent, Grandparent, Foster Parent	
investment in preschool education pays off in countless ways for children and families.	Early Care and Education Professional	
There are not enough quality preschools especially for children with special needs.	Parent, Grandparent, Foster Parent	
Education beginning when children are young helps build a strong foundation for them and for our state.	Parent, Grandparent, Foster Parent	
preschool is the beginning of a great education	Early Care and Education Professional	
all children deserve to have a high quality early childhood experience!. Without preschool many children will not be ready for the increased expectations of kindergarten and beyond.	Early Care and Education Professional	
It is critical to offer the highest qualigy early education services to the children who are most in need to promote kindergarten readiness and school success.	Early Care and Education Professional	
Our children need an Early start on there education. Get them ready for kindergarten. A small amount of hours makes them really happy for school	Parent, Grandparent, Foster Parent	
early learning decreases later draws on the system	Early Care and Education Professional	
the formative years are so important for success later in life.	Parent, Grandparent, Foster Parent	

Supporting high quality early childhood education reduces risk more serious problem behaviors in later years. Invest in our children, they are our future of our society and our culture. Build a better tomorrow for generations to come!!!	Early Care and Education Professional	(b)(6)
It will lay a solid foundation for our little future leaders	Early Care and Education Professional	
...as a retired middle school teacher, the overwhelming research data has convinced me that we have the best chance of interrupting the poverty cycle through early childhood intervention.	Early Care and Education Professional	
Assessment at an early age is vital to the success of our children!	Parent, Grandparent, Foster Parent	
Preschool helps kids get ready to learn!	Parent, Grandparent, Foster Parent	
Preschool is essential for kids and not everyone can afford to send their kids to preschool.	Parent, Grandparent, Foster Parent	
It is important to invest in the lives of young children.	Early Care and Education Professional	
Children's brains are growing at their fastest when they're young!	Early Care and Education Professional	
our youngest children need early exposure to succeed in their school career	Parent, Grandparent, Foster Parent	
I have seen a huge benefit from my son being in preschool	Parent, Grandparent, Foster Parent	
Quality early childhood experiences can change the trajectory for a child at risk, and create a foundation for all children to thrive.. An ounce of prevention is worth a pound of cure.	Early Care and Education Professional	
studies show that early childhood education will help a child to succeed when they attend the next level of their education.	Parent, Grandparent, Foster Parent	
Preschool is such a great foundational tool for children.	Parent, Grandparent, Foster Parent	
Preschool is such a great foundational tool for children.	Parent, Grandparent, Foster Parent	
My son has been in preschool since he was 3, he has advanced sufficiently since he has been in the program! He had no prior interaction with other children his age so being in the program has also helped him socially!	Parent, Grandparent, Foster Parent	
Preschool is very important in my opinion.. The beginning of every child's first school experience should be a positive experience and in preschool we provide that. We provide child with school readiness and life skills.. With that I totally support this application.. Preschool is the key to a child's life long of learning.	Early Care and Education Professional	
It gives kids a head start in education.	Parent, Grandparent, Foster Parent	
Not all families can afford the cost of preschool	Parent, Grandparent, Foster Parent	
	Parent, Grandparent, Foster Parent	
It's beneficial for the growth of our children and our future.	Parent, Grandparent, Foster Parent	
Early Childhood Education is the foundation for our future. If we provide a solid foundation for our preschoolers now, the success they will see in the future will be infinite. Our world will be a better place.	Early Care and Education Professional	
It is important to the growth of today's children	Parent, Grandparent, Foster Parent	
it gives children.. an good base going forward and helps them learn.. my son loved it and learned alot.	Parent, Grandparent, Foster Parent	
it helps in the development of our children	Parent, Grandparent, Foster Parent	
Preschool is the jump start to school. Its an opportunity to get children excited to learn and	Early Care and Education Professional	
Preschool helps children get the experience w/ a structured school day and mixes essential learning with play. So many Children don't get that at home anymore	Parent, Grandparent, Foster Parent	
Early Childhood Education is very important for all young children.. Children need a program that will support and develop their skills needed to succeed in school. Having a preschool background, it will help the children learn the skills they need to move on to the next grade level.	Early Care and Education Professional	
provides early intervention for high risk children	Parent, Grandparent, Foster Parent	
early learning gives every child a strong start.	Early Care and Education Professional	
every child deserves every chance.	Parent, Grandparent, Foster Parent	
All young children deserve the opportunity to flourish educationally.. We must remove the barriers, to continue to close the acheivement gap.	Early Care and Education Professional	
I am a teacher in the program and have seen first hand the amazing positive effects our program has on our students! I believe preschool should be available for every child because of the difference that it makes it getting children prepared for kindergarten and the years ahead, both socially and academically.	Early Care and Education Professional	
early education is of primary importance in guaranteeing a child's future success.	Parent, Grandparent, Foster Parent	
Preschool is important because it gives children an opportunity to understand their social and cultural relationships and gives teachers and families the opportunity to transform culture through transforming the way children understand and interact with one another.	Early Care and Education Professional	
Preschool provides a foundation for future learning. Children learn many skills and their development is enhanced with a quality preschool.	Early Care and Education Professional	
Early Childhood education is essential for later success in school	Early Care and Education Professional	
Preschool is a creative and encouraging time for children and their families as they begin their journey through school.	Parent, Grandparent, Foster Parent	

This is the important foundation education is built on more parents are working and do less with their kids. CO is among the worst for teachers, to work in any, improvements mean so much	Parent, Grandparent, Foster Parent	(b)(6)
it may help increase equity for children	Early Care and Education Professional	
Every child should have the opportunity for strengths to be recognized and developed. High ability preschoolers in every student sub-group should be recognized for performance and ability, having opportunities to develop abilities over time within sustainable well articulated Pre-K through grade three programming. I support the alignment of preschool programs within a birth-through-third-grade continuum of services; and • ways to sustain articulated programming for high ability/precocious students over time.	Early Care and Education Professional	
Preschool is critical to the success of our children.	Early Care and Education Professional	
we want to support the early education of successful citizens	Parent, Grandparent, Foster Parent	
children can learn so much at this age. It is so important to give the beneficial start in all domains to make them successful.	Early Care and Education Professional	
I meet children every day, that need more help with early literacy	Early Care and Education Professional	
Children need high quality early childhood experiences, because they learn more in the first five years of life than any other time.	Early Care and Education Professional	
our community programs and school districts are up for the challenge to provide the opportunity for all 4yr old children	Early Care and Education Professional	
there are many children in our state that are not being served in high quality early childhood classes. All children have the right to acquire the skills necessary to be successful as they enter kindergarten and be successful later in life. Families also have the right to be involved in high quality care and education that supports them to improve their parenting skills and home life.	Early Care and Education Professional	
my 1 son who didn't go to pschool struggled every yr in school for 12 yrs.	Early Care and Education Professional	
the learning that children get in pre-school help move them forward	Early Care and Education Professional	
My child benefited greatly from the opportunity to attend preschool.	Parent, Grandparent, Foster Parent	
Colorado has a strong record in supporting children and families needing early childhood services. Colorado families struggle to find high quality programs in Colorado. Colorado has put much effort into enhancing the quality of preschool programs available for all children, particularly those with economic risk factors.	Early Care and Education Professional	
the first 5 years of life are the most critical in a child's development.	Early Care and Education Professional	
Studies have shown preschool is invaluable to society.	Parent, Grandparent, Foster Parent	
I am an educator and see the need for more quality early childhood programs. We are not reaching all children.	Early Care and Education Professional	
I feel that all children in Colorado should receive a fair early education as much as they do in their later years. Early education is very important in each child's life.	Early Care and Education Professional	
research shows that preschool leads to school readiness and success.	Early Care and Education Professional	
Too many children and not enough current spots	Parent, Grandparent, Foster Parent	
Because enrichment during preschool years is crucial!	Early Care and Education Professional	
all children need this opportunity to establish a solid foundation, not just in academics but socially, emotionally, and physically!	Early Care and Education Professional	
Early intervention works!	Early Care and Education Professional	
we are not sure how we can afford preschool for our son. It's so expensive in our area but we don't meet Head Start's requirements either.	Parent, Grandparent, Foster Parent	
Preschool lays the foundation that all education is built upon. More importantly, it is the only schooling system that specifically works on social emotional education, which is imperative to success in any educational system and in life. Without a social emotional foundation, all academic education is lost.	Early Care and Education Professional	
Delta County community is in great need of all day care for preschool aged children.	Early Care and Education Professional	
I believe it helps kids	Parent, Grandparent, Foster Parent	
All kids deserve quality early childhood care and a place to learn, grow, and develop the skills needed to be a successful member of our community!	Early Care and Education Professional	
Children benefit from the socialization and life skills taught in preschool	Parent, Grandparent, Foster Parent	
access to early childhood education provides a wide range of opportunities for children who may otherwise fall behind	Parent, Grandparent, Foster Parent	
preschool is important for kids.	Parent, Grandparent, Foster Parent	
the children need more social interaction	Parent, Grandparent, Foster Parent	
the children need more class time to be able to be successful in kindergarten and first grade.	Parent, Grandparent, Foster Parent	
I believe in investing in young lives and setting them up for success!	Parent, Grandparent, Foster Parent	
without it, my child would not be receiving the special education help he needs	Parent, Grandparent, Foster Parent	
every child need a good base for their education.	Parent, Grandparent, Foster Parent	
Preschool is the second most successful intervention (after prenatal, infant, and toddler programs)	Early Care and Education Professional	

all children deserve a great start!	Early Care and Education Professional	(b)(6)
It is needed!	Early Care and Education Professional	
My child deserves quality education early on	Parent, Grandparent, Foster Parent	
Steven Runfola	Parent, Grandparent, Foster Parent	
Early Childhood has long awaited support and now is the time for Colorado children to benefit from every opportunity available. Colorado now has support from the current Governor, the Early Childhood office at the state level, the Early Childhood Council Leadership Alliance Board, the local Early Childhood Councils in most communities as well as significant new support from Department of Human Services and Colorado Department of Education. With additional funding it would assist these entities to continue support in Early Childhood and perhaps offer all Colorado children the opportunity of a strong quality early childhood experience prior to school years.	Early Care and Education Professional	
research shows that outcomes are improved for students if they attend preschool early on!	Early Care and Education Professional	
It allows students to have opportunity for a positive education experience.	Early Care and Education Professional	
my son would not have been able to start school if not for this program. He needs help in speech development before kindergarten.	Parent, Grandparent, Foster Parent	
my daughter is in special education and it is giving her skills before kindergarten so that she can be hopefully at grade level when starting kindergarten	Parent, Grandparent, Foster Parent	
early literacy is the first step to creating lifelong learners	Early Care and Education Professional	
it is so important to our kids futures.	Parent, Grandparent, Foster Parent	
I feel preschool gives a child skills they need to be prepared for learning. I think they are mre successful with learning and retaining when they have had preschool.. I also think preschool prepares kids socially. A lot of kids do not understand what healthy relationships are, and preschool introduces them to this. An investment up front (providing preschool) will save us in the long run	Parent, Grandparent, Foster Parent	
The earlier kids start the better	Parent, Grandparent, Foster Parent	
Preschool is the foundation for all other educational experiences	Early Care and Education Professional	
Preschool has so many benefits. Socially, Physically, Developmentally, and Emotionally enables children to find growth more than in a home setting.	Early Care and Education Professional	
the first five years of a child's life are the foundations that shapes a child's future health, happiness, growth, development, learning achievements in school, in family, in their community, and in life in general. Research has shown that the first three years is a critical time to a child's brain is being development. Early experiences provide the base for the brain's organizational development and functioning throughout life. They have a direct impact on how children develop learning skills as well as social and emotional abilities.	Early Care and Education Professional	
the needs of our children continue to grow with limited resources to reach our most impacted children.	Early Care and Education Professional	
Five of my own children benefited greatly from this early introduction to the classroom setting and start making connections with other children to enhance their social skills. "Early" is the key word. Get them out doing educational things instead of watching tv and wasting a whole year that they could have been learning life skills that will bring a lifetime of benefits.	Parent, Grandparent, Foster Parent	
I strongly beleive this program provides a positive start to children and families	Parent, Grandparent, Foster Parent	
Every Child & family deserves a great start in their educational journey	Early Care and Education Professional	
Oklahoma's preschool project has shown benefits for kids	Parent, Grandparent, Foster Parent	
We see the difference a preschool experience makes for children. With confidence and skills developed in all learning domains, children are prepared for school success.	Early Care and Education Professional	
Preschool is a proven approach to improved readiness for higher education. The social emotional growth and shaping pays huge dividend in kindergarten and early elementary education.	Early Care and Education Professional	
I teach ECE and get to see the profound, positive impact early ed has on children, families, and the community. Early education is an investment in tomorrows economy.	Early Care and Education Professional	
We need to reach our children early so that they can learn, grow and thrive.	Early Care and Education Professional	
Quality preschool experiences offer children and their families a positive educational foundation on which to build upon. It supports the child's social/emotional development as well as cognitive development and supports parents in being their child's first and most important teacher and advocate. Preschool paves the way to a more positive and successful learning experience for children.	Early Care and Education Professional	
the early years are the most important years in ensuring children lead successful lives. There is not enough high quality preschool opportunities in Colorado, so it's important to do all we can to increase the chances for our children!	Early Care and Education Professional	

what is learned during the earliest years can change the trajectory of a lifetime.	Early Care and Education Professional	(b)(6)
Quality preschool is too much out of a family budget and budgets are getting tighter. Yet school scores are becoming lower and early learning has proven to help close the gaps. Colorado needs the Preschool Development Grant to give every child the opportunity. Thank you	Early Care and Education Professional	
early intervention is the best way to ensure a child's success in school and life long skills. Research shows that children who attend a language rich preschool are more likely to graduate high school, stay married and have a job.	Early Care and Education Professional	
I see a need for more quality Preschool programs, in either a public or a private setting in the State of Colorado. Theories and studies have shown concrete evidence that a child's PLAY based preschool learning provides a crucial foundation for all future learning. A Preschool Development Grant will provide the State with start-up money to enable public and other schools with the opportunity to offer preschool programs to all preschool aged children.	Early Care and Education Professional	
all children should have access to preschool	Early Care and Education Professional	
We need to have highly qualified teachers working with students, just as Kindergarten has.	Early Care and Education Professional	
Preschool was what set my child ahead. She was on an IFSP, but since she had early support she has never needed an IEP in elementary school.	Parent, Grandparent, Foster Parent	
Great ECE is the key to success in future education and social emotional growth. Super important!	Early Care and Education Professional	
High quality pre-school is expensive to produce, yet is very important to children's success in the future	Early Care and Education Professional	
children need support at an early age	Parent, Grandparent, Foster Parent	
ALL children need a good foundation to grow on....	Early Care and Education Professional	
this is an opportunity to make a significant positive impact on Colorado's most vulnerable children and families.	Early Care and Education Professional	
Participation in preschool predicts later success!	Early Care and Education Professional	
ECE teachers deserve to be funded/paid as all other teachers	Early Care and Education Professional	
I believe early education is the foundation to a solid future in education.	Early Care and Education Professional	
of the high expectations of the common core and the significant amount of families in Colorado who are underprivileged and can't afford good early childhood programing. If we can provide free preschool for all students our students will be better prepared for the rigor of school.	Early Care and Education Professional	
Preschool is proven to have lasting positive effects	Early Care and Education Professional	
ALL Colorado children deserve to get a good start in school!	Parent, Grandparent, Foster Parent	
Colorado is poised to take an already strong program and make it even better. They have amazing outcomes and tremendous leadership!	Early Care and Education Professional	
We must give all children an equitable chance for a great start to life.. Research clearly demonstrates that attending high quality preschool has life-long positive effects, especially for children of low income. This is the best way to invest in the future of our State and to help break the cycle of poverty.	Early Care and Education Professional	
The more we make preschool available to familie the less we have to spend in the long run for prisons.	Early Care and Education Professional	
The sooner we start, the further they go.	Early Care and Education Professional	
Children are the future, we need to help and give them every opportunity and chance to succeed.	Parent, Grandparent, Foster Parent	
Children are the future, we need to help and give them every opportunity and chance to succeed.	Parent, Grandparent, Foster Parent	
Every preschool aged child deserves a quality preschool program.	Early Care and Education Professional	
Preschool should be available to any family. Children want to go to school! let's harness the enthusiasm for learning early and improve outcomes for all by providing high quality experiences without barriers.	Early Care and Education Professional	



COLORADO

Department of Education

Exceptional Student Services Unit
1560 Broadway, Suite 1175
Denver, CO 80202-5149

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

October 2, 2014

To Whom It May Concern:

The mission of the Exceptional Student Services Unit is to build the capacity and effectiveness of Colorado educational systems in meeting the academic, social-emotional, and independent living needs of students with exceptionalities. Both research and practice have demonstrated that early intervention and support of our youngest students with disabilities will ultimately result in higher achievement, expanded learning, and improved social-emotional outcomes. I am pleased to write to you on behalf of our most vulnerable population.

The Colorado Department of Education has a quarter-century of outstanding efforts in the area of early childhood education. The State has a strong commitment to providing exemplary services, providing access to the least restrictive environment, to anchor learning in academic standards, and to move toward full-day preschool in every community. Our quality indicators for preschool education augment research based instruction and define developmentally appropriate practices.

The ESSU fully supports the Preschool Expansion Grant proposal submitted by the Colorado Department of Education and partners. It is clear that full-day preschool in quality settings is particularly important for our young children with disabilities whose individualized learning needs, by their very nature, require more time. We are sure that this grant will serve as a launching pad to excellence by providing a strong foundation for preschool education.

The Colorado Department of Education has as one of its key goals "Start Strong." This expansion grant will not only benefit the preschool children in Colorado, but will go a long way toward meeting this goal. All children have the right to a fully realized educational experience. We are fully committed to the initiatives outlined in the proposal for Preschool Development Expansion Grant funding and look forward to working with our communities, our educators, and our youngest children with disabilities and their families.

Sincerely,

(b)(6)

Randy Boyer
Assistant Commissioner and State Director of Special Education



October 3, 2014

Nan Vendegna
Program Director
Colorado Preschool Program and Results Matter Program
Colorado Department of Education
201 East Colfax Ave., Room 105
Denver, CO 80203

Ms. Vendegna:

Executives Partnering to Invest in Children (EPIC) is a coalition of business leaders, nonprofits and foundations promoting early childhood care, education, health and parenting as the highest priority of public and private investment in Colorado. EPIC understands the need for equitable access to high-quality preschool for all Colorado children.

EPIC fully endorses the Colorado Department of Education in the Preschool Development Grant application to the U.S. Department of Education and U.S. Department of Health & Human Services. The business community of Colorado stands in support of the Colorado Department of Education and the Colorado Preschool Program to consistently promote and seamlessly integrate high-quality preschool into the overall educational environment.

EPIC has recently embarked on a unique collaboration with the Colorado Department of Education to recruit and engage business representatives to join Colorado Preschool Program District Advisory Councils. In this role, EPIC provides materials and technical support to Colorado Preschool Program Coordinators speak in "business friendly" terms. Additionally, we identify local business representatives to participate in the Colorado Preschool Program and lend a business perspective.

Thank you for providing the Preschool Development Grant. The Colorado Department of Education and the Colorado Preschool Program stand ready and able to carry out the requirements of this grant. EPIC is proud to be a partner in this request and recommends an award for the children of Colorado.

Respectfully,

(b)(6)

Gloria Higgins
President

PR/Award # S419B150022

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October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

The Early Childhood Colorado Partnership (Partnership) is pleased to support the Colorado Department of Education and its various subgrantees' application for Preschool Development Expansion funds. The Partnership is Colorado's Early Childhood Comprehensive Systems Grant (ECCS) multi-sector, collaborative body. The Partnership is a network of partners from state and local agencies, statewide nonprofits, local early childhood councils, foundations and universities committed to ensuring the vision of the *Early Childhood Colorado Framework* is effectively implemented in Colorado. The Partnership provides the space and conditions for diverse partners across the comprehensive early childhood system--encompassing health, mental health, family support and early learning--to come together, identify common results, share best practices, implement strategies and track progress towards indicators of child and family wellbeing and systems performance improvement.

Colorado's current ECCS grant, *Early Childhood Comprehensive Systems – Building Health through Integration*, focuses on mitigating toxic stress and trauma for infants and toddlers. The Partnership is fully committed to the initiatives outlined in Colorado Department of Education's proposal for Preschool Development Expansion Grant funding as preschool can be a powerful prevention and intervention strategy to preventing early adversities and mitigating toxic stress in young children.

The Partnership network has supported and been deeply involved in Colorado's powerful strides forward toward ensuring children have high-quality early learning supports and environments. Colorado has continually committed to increase access to high-quality preschool and early learning programs like Head Start, even in the face of a dire budgetary climate and political opposition. The Partnership and the Colorado Department of Education remain committed to continuing efforts to expand early learning opportunities to the many vulnerable children in our state who are not able to access these vital supports.

Sincerely,

(b)(6)

Janine Pryor

(b)(6)

Mary Martin

(b)(6)

Sarah Davidon

Early Childhood Colorado Partnership Steering Committee Chairs



October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

The Early Childhood Council Leadership Alliance (ECCLA) is writing to express full support of the Colorado Department of Education and its various subgrantees' application for Preschool Development Expansion funds. Colorado is one of many states across the nation striving to link early learning, health, mental health, family support, and parent education so that families and young children experience an equitable, high-quality continuum of services and supports that leads to success in school and life.

Following the Colorado General Assembly's establishment of Consolidated Child Care Pilots in 1996, several communities established coalitions to strengthen local early childhood systems and better serve children ages 0-8. Over time, more communities joined this effort, ultimately leading to legislation in 2006 which established the Early Childhood Councils (HB07-1062). Currently there are 31 Early Childhood Councils serving 58 out of 64 Colorado counties. Through this system Colorado has built and maintains high-level and "real" community collaboration across EC sectors.

The role of the Early Childhood Council Leadership Alliance is to assist local communities throughout the state to develop and implement systems that successfully promote and improve early childhood services so that more children are benefiting from early learning resources. Through strong partnerships with local and state partners, communities work together to strategically plan and implement efforts to address barriers to access and availability of services and supports for young children and families. In doing this Colorado has made recent and significant investment in its state preschool program (CPP) and has taken action to grow full-day preschool throughout the state.

ECCLA is fully committed to the initiatives outlined in Colorado Department of Education's proposal for Preschool Development Expansion Grant funding. I am writing to affirm this commitment and our intended involvement in implementation of the initiative. Thank you for this opportunity to tell you about the work and successes of our early childhood and preschool systems and services in Colorado.

Sincerely,

(b)(6)

Maro Zagoras

Executive Director

Early Childhood Council Leadership Alliance (ECCLA)



1580 LOGAN STREET, SUITE 210
DENVER, COLORADO 80203
Tel: 303-866-3299 Fax: 303-866-2530
www.csi.state.co.us

CHARTER SCHOOL INSTITUTE

October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern,

Please accept this letter as confirmation of support from the Charter School Institute of the Colorado Department of Education's application for the Preschool Development Expansion funds. The Charter School Institute is a statewide charter school authorizer whose portfolio includes schools serving preschool-aged children. We currently have three public preschools participating in the Colorado Preschool Program as well as private preschools operating on the school grounds of others. The Charter School Institute's portfolio of schools serving high-risk students continues to expand; therefore, the need for additional funding in the state of Colorado is of immediate concern for our schools and for the students for which our schools serve. It is our schools' need to further increase the quality of preschool programs currently in existence as well as support the expansion efforts to provide preschool access to more children. The Charter School Institute and its schools work with the Colorado Department of Education to work towards achieving high quality programs for preschool students served.

During the last two preschool program expansions in the state of Colorado, it is clear that a high priority within these expansions is to expand full-day preschool to ensure children are given the necessary additional preschool access they need to be kindergarten ready. Expanding the preschool program even further for the state of Colorado would be extremely helpful to expand the reach of students in need of these programs.

A few years back, the Charter School Institute applied and received only enough funding to support 35 eligible children on behalf of one school within the portfolio. Within two years of receiving the funding for the 35 eligible children, the number of eligible children needed to support the Charter School Institute's growing portfolio tripled. It was not until the following year during an expansion that the Charter School Institute was able to obtain funding for additional eligible children to meet the increasing demand to serve eligible children in high quality preschool programs. The following year, the Charter School Institute was again in the same situation, and yet again requested additional funding for eligible children to support the increasing demand needed for our portfolio's children. The Charter School Institute continues to expand, and therefore the need for additional funding is still on the rise for our portfolio schools.

We appreciate your consideration of Colorado's application.

Sincerely,

(b)(6)

(b)(6)

Lindsay Hull

(b)(6)

Submissions, Nutrition and Programs Director/CSI Preschool Advisory Council Liaison
Charter School Institute



October 3, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

Thank you for this opportunity to tell you about the work and successes of our early childhood and preschool systems and services in Colorado and to express the support of Clayton Early Learning (Clayton) for the initiatives outlined in the Colorado Department of Education proposal for Preschool Development Expansion Grant funding.

The Schools at Clayton Early Learning provide high-quality direct services to approximately 650 primarily low-income children and their families across our programming options and is a member of the national Educare Learning Network. Clayton was designated by the U.S. Department of Health and Human Services in 2010 as one of ten national Centers of Excellence in Early Childhood through a competitive review process. Clayton Early Learning has been a national leader in full implementation of the Head Start and Early Head Start performance standards for more than over 20 years. Indicators of expertise and capacity include:

- Federal on-site monitoring reviews in 2006, 2009, and 2012 found the program in full compliance with all Head Start performance standards, including fiscal requirements.
- The Educare Denver School at Clayton Early Learning achieved re-accreditation by the National Association for the Education of Young Children (NAEYC) in 2011.
- On its most recent (February 2012) Qualistar rating, Educare Denver earned four of four possible stars. Qualistar is the state's current voluntary QRIS.

The Institute at Clayton Early Learning works collaboratively with the Schools to develop new and effective practices and share them statewide with early childhood professionals and programs through professional development, teacher preparation, evaluation and quality improvement activities. This synergistic partnership between the Schools and the Institute offers a continuous loop linking research, practice and professional development by identifying and disseminating the most effective, proven methods for preparing young children for success in school. In 2013, the Institute provided professional development and technical assistance to more than 450 early care and learning programs and over 2,500 early learning professionals across the state.

A key element of Clayton's success is the ability to cultivate both public and private partnerships and to engage in shared initiatives both locally and statewide that help to enhance the Colorado approach to high quality early education. These collaborations allow us to extend our proven and promising practices far beyond the walls of our own programs. In addition, Clayton staff participate in citywide and statewide coordinating and policy boards where their expertise and leadership help shape the evolution of early childhood education policy and systems.

Clayton Early Learning 3801 Martin Luther King Blvd. Denver, CO 80205

We have a longstanding relationship with Colorado Department of Education having partnered and supported them on several state and federal initiatives. In addition, Clayton Early Learning fiscally and programmatically collaborates with Denver Public Schools to effectively serve young children and ensure successful transitions into K-12. We currently offer state and locally funded preschool to more than 250 children in our two schools under contract with Denver Public Schools. We successfully blend and braid this funding with several other federal, state and private sources to ensure a high quality early learning experience for each child.

We are confident Colorado's ability to maximize the impact of these federal funds and applaud the Colorado Department of Education's dedication to a shared vision of access to high-quality preschool services for young children with a mixed delivery model approach. Clayton, along with several state partners, has strongly advocated for the recent and significant investment in its state preschool program (CPP). Our "centerpiece" is our systems for quality – standards, ratings, monitoring – that reflect 25 years of work, and align with accreditation standards, best practices and the latest research. We have solid and tested early learning guidelines that are anchored in academic standards and Head Start performance outcomes, providing a strong foundation in the broad/local approach to preschool. We look forward to providing additional quality preschool programming to Colorado children in partnership with the Colorado Department of Education through this grant opportunity.

Sincerely,

(b)(6)

Charlotte M. Brantley
President and CEO
Clayton Early Learning



Colorado Head Start Association



October 3, 2014.

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern,

The Colorado Head Start Association (CHSA) supports the Colorado Department of Education and its various subgrantees' application for Preschool Development Expansion. As a vocal champion for Colorado's most vulnerable children, CHSA recognizes the need and importance of providing more high quality services for young children in Colorado.

CHSA is an organization made up of directors, staff, families, and community partners representing Early Head Start and Head Start. Our purpose includes promoting comprehensive quality services for young children and families to be successful in school and in life. We view the Preschool Development Expansion as an exciting opportunity to build upon the strong foundation that the state of Colorado and the early childhood community has developed and is continually working to improve.

This effort is an important step in building more full-day programming for children and working families. Many Head Start programs throughout the state partner with the Colorado Preschool Program (CPP) to provide full-day preschool, but we acknowledge that there are many eligible children not receiving services. This new funding source would allow Colorado to maximize current programming and serve more children. In addition, this initiative will strengthen and/or create partnerships between school districts, Head Start programs and community early childhood programs to better serve our communities.

Colorado has taken steps over the past several years to increase quality and enhance comprehensive services for young children. CHSA believes Colorado is in an excellent position to work with the U.S. Department of Education on this preschool initiative.

Feel free to contact Alberto Torres, President of CHSA, at ATorres2@ccdenver.org or (720) 877-3315 with any questions.

Sincerely,

CHSA

CHSA Executive Committee

www.coloheadstart.org

PR/Award # S419B150022

Page e282



COLORADO

Department of Human Services

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

October 9, 2014

To Whom It May Concern:

I am pleased to be writing this letter to you in support of the Colorado Department of Education and its sub-grantees' application for Preschool Development Expansion Grant. Colorado Department of Human Services (CDHS) is fully committed to the initiatives outlined in the Colorado Department of Education's proposal for Preschool Development Expansion Grant funding.

Colorado's Office of Early Childhood, housed within CDHS, is dedicated to ensuring that all children, and especially children with high needs, have a solid start with caring adults who provide learning and development opportunities in every setting—homes, child care centers, and schools. Specific efforts include a universal kindergarten assessment, Early Learning and Development Guidelines (birth to 8 years of age), and expanded use of standardized developmental screenings to support early identification and referral.

CDHS and the Office of Early Childhood have a longstanding relationship with the Colorado Department of Education, and are currently partnering on federally-funded Race to the Top Early Learning Challenge Grant initiative. Collaboratively the two Departments are working on preparing effective early learning professionals by employing a state-of-the-art work force competency ladder, as well as launching Colorado's Next Generation Quality Rating and Improvement System (QRIS) for all licensed child care and early learning programs across the state.

Colorado is uniquely positioned to maximize the impact of federal funding, with a strong focus on improving the quality of, and access to, early childhood services:

- In 2013, the Colorado legislature passed HB 13-1291 which provides communities across the state with funds to increase the quality of infant and toddler child care; increase slots in high quality child care for low-income families; implements tiered reimbursement for Colorado Child Care Assistance Program payments; and promotes family engagement in a child's school.
- In 2014, the Colorado Legislature passed HB 14-1317 dramatically modifying the Colorado Child Care Assistance Program. The bill increases families' access to high quality child care by providing more flexibility for participation by capping co-pays for families at 100% of the Federal Poverty Level (FPL) at no more than 1% of their income; gradually increasing co-pays for families above 100% of FPL; and raising the state's eligibility floor from 130% to 165% of FPL.
- Also in 2014, the Colorado invested more than \$2 million to develop a grant program for early care provides for the purchase of educational materials; coaching and technical assistance to increase provider quality; and professional development.



The Colorado Department of Human Services is committed to ensuring the success of statewide preschool programs in an effort to continue to improve the early childhood experiences of children and families in Colorado.

As stated above, we are in full support of the Colorado Department of Education's application for the Preschool Development Expansion Grant, and look forward to our continued partnership in ensuring that all Colorado children are prepared for kindergarten and reading proficiently by third grade.

Sincerely,

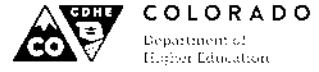
(b)(6)

Reggie Bicha
Executive Director
Colorado Department of Human Services



STATE OF COLORADO

COLORADO DEPARTMENT OF HIGHER EDUCATION
COLORADO DEPARTMENT OF EDUCATION



U.S. Department of Education
550 12th Street SW
Washington, DC 20202

October 3, 2014.

To Whom It May Concern:

It is with great enthusiasm that I write to support the Colorado Department of Education's proposal for funding through the Preschool Development Expansion Grant. The partners supporting the development and implementation of this application are deeply committed and strategically positioned to create positive change in early childhood and preschool systems and services in Colorado.

The increased diversity of our state's student population invites teachers and leaders to collaboratively construct programs designed to improve outcomes for all students, including our youngest citizens. As Colorado's Educator Preparation Project Manager, I support innovation in educator preparation; specifically supporting educator preparation programs in aligning with Colorado Academic Standards, including the embedded 21st century skills in all ten content areas (Colorado Achievement Plan for Kids, or CAP4K, S.B. 08-212) and educator quality standards and measures of student learning (Great Teachers and Leaders Act, S.B. 10-191). In this role, I have worked in collaboration with Institutions of Higher Education across the state to utilize human-centered design to meet the needs of our E-12 system. This includes providing high quality, outcomes-based preparation and continuing professional learning opportunities to nurture the development of extraordinary educators. Additionally, my colleagues at Colorado Department of Higher Education and Colorado Department of Education are committed to working collaboratively to ensure that each and every student achieves academic and personal excellence. This application provides an extraordinary opportunity for our agencies to collaboratively lead, inspire, and elevate our profession.

Sincerely,

(b)(6)

Jennifer Arzberger
Educator Preparation Project Manager



COLORADO
Department of
Higher Education



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COLORADO

Department of Education

Improvement Planning Unit
201 East Colfax Avenue
Denver, CO 80203-1799

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

October 3, 2014

To Whom It May Concern:

I am writing this letter in full support of the Colorado Department of Education (CDE) and its various subgrantees' application for Preschool Development Expansion funds. The Colorado Department of Education and its subgrantees are committed to expanding their support and resources for Colorado's youngest and more vulnerable children. The Preschool Development Grant will assist with these efforts.

As the Director of Family Partnerships at CDE, I am particularly interested in and impressed with the Colorado Preschool Program's (CPP) outreach to families and the community for student success. State legislation outlines family participation in their children's education, including involvement on advisory councils and an annual school district report about family engagement activities. Other family partnership activities include: home visits, volunteering opportunities, committee membership and leadership, policy advisory, home activities, family data nights, and assessment participation. The CPP and its subgrantees recognize that family engagement is critical for student success and to that end ensure that families have the resources and information necessary to support their children's learning.

The Colorado Preschool Program is currently authorized to service 28,360 at-risk children. Since its inception in 1988, the CPP has served over 289,000 young children. Funding from the Preschool Development Grant will increase these numbers and help more at-risk young children receive a high quality education and accomplish CDE's four strategic goals: start strong, read by third grade, meet or exceed standards, and graduate ready. Thank you for your consideration of the Colorado Department of Education and its subgrantees to receive funding through the Preschool Development Grant.

Sincerely,

(b)(6)

Darcy Hutchins, Ph.D.
Director of Family Partnerships
Colorado Department of Education





U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

October 6, 2014

On behalf of the Colorado Children's Campaign, thank you for the opportunity to write in support of Colorado's application for a Preschool Expansion Grant. Ensuring children have access to high-quality preschool experiences is one of our best strategies for addressing gaps in student performance and putting children on a path to school and life success. Colorado's application will address challenges of both increasing access and improving quality and we encourage you to act favorably on it.

Founded in 1985, the Children's Campaign is Colorado's leading statewide, non-profit, non-partisan child advocacy organization. Over our 29-year history, we have established a successful track record of identifying policy impediments to and opportunities for child success, researching effective interventions, building public and policymaker support for solutions and ultimately effecting critical change to improve the lives of children. We are backed by a coalition of advocates representing 43 of Colorado's 64 counties, known as our "It's About Kids Network." Through community-based leadership, state policy development, and coordinated advocacy, we work to support all of Colorado's children and ensure every child has every chance to succeed.

We have worked closely with the early childhood community as well as the Colorado Department of Education over several decades to improve the quality of children's experiences as young learners. The Children's Campaign was proud to help establish Colorado's publicly-funded pre-K program nearly 25 years ago and has been advocating for both quality improvement and expansion efforts ever since. The program has grown from a pilot of 500 children to now serving over 20,000 at-risk 3- and 4-year-olds. Over the past two legislative sessions, we have worked with legislators and advocates to fund two significant expansions of the state's investment in preschool and look forward to continuing that work in the 2015 legislative session. Colorado's status as a Race to the Top – Early Learning Challenge state, as a national leader in the field of early childhood policy, and as a model of cross-sector collaboration qualify us as a place well-positioned to successfully expand access through this grant opportunity.

We are committed to work with CDE as a research, policy, and advocacy organization to support the Preschool Expansion initiative. By connecting thought leaders and state policymakers with the experiences of communities and the needs of young children, the Children's Campaign works to advocate for the policies that will place all of our kids on a path to success. This expansion opportunity represents the next step for early learning in the state and builds on our state's great momentum.

Sincerely,

(b)(6)

Chris Watney
President and CEO
Colorado Children's Campaign
Chris@coloradokids.org
(303) 620-4529



TEMPLE HOYNE BUELL FOUNDATION

October 2, 2014

U.S. Department of Education
550 12th Street SW
Washington, DC 20202

To Whom It May Concern:

I am writing to express our support of the Colorado Department of Education's (CDE) proposal for Preschool Development and Expansion Grant funding. We are excited about the potential opportunity and will continue to encourage the ongoing effort of this group as they work to improve the early childhood landscape in Colorado.

The Temple Hoyne Buell Foundation has a long history of supporting a comprehensive early childhood system in Colorado. We are the only funder in Colorado devoted specifically to improving the education, development, and well-being of Colorado's youngest citizens (children zero to five years of age). Over the past 20 years, the Foundation has invested more than \$115 million in nonprofit and government agencies in the state, leveraging hundreds of millions of public and private dollars to support the healthy development and learning of young children. It is through partnerships with the CDE, and other important stakeholders in this system, that we have been able to move the state toward improved access, affordability, and quality of preschool and other early childhood services.

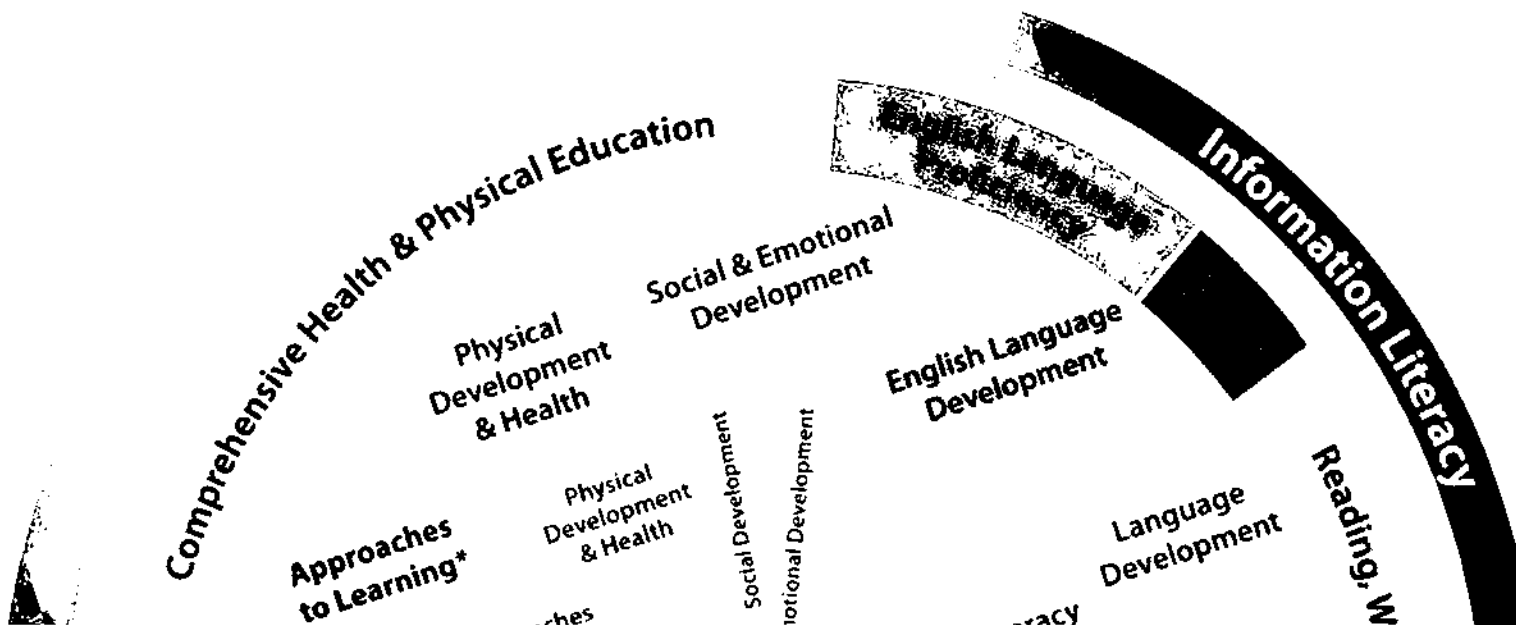
Like CDE, the Temple Hoyne Buell Foundation supports not only quality preschool in the state, but an effective continuum of education for our young students. As we move into the future, the Foundation is steadfast in its commitment to support improved quality of early learning and preschool environments, improved teacher and child interactions, and professional development for early learning professionals. In addition, the Foundation is currently implementing an initiative that supports Colorado schools districts' development of inclusive, effective transitions programs for students entering kindergarten. Through our work we will be able to enhance the effect of CDE's proposal for preschool expansion by facilitating improved quality and common assessment and language across settings throughout Colorado.

Please do not hesitate to contact me should you have any questions or require further information.

Sincerely,

(b)(6); (b)(7)(C)

Susan J. Steele
Executive Director



Colorado Early Learning Development Guidelines

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The Program Quality, Coordination and Alignment Committee of the Early Childhood Leadership Commission (ECLC) of Colorado would like to acknowledge many individuals and organizations for guidance and contributions to these Guidelines.

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Drafts of the Guidelines were reviewed by members of the Colorado early childhood community. Their unique perspective and understanding of Colorado's early childhood programs is reflected throughout the Guidebook. We gratefully acknowledge them for their service.

Rashida Bannerjee, Ph.D.
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Additionally, we'd like to recognize members of the early childhood community at the national level for their time in reviewing drafts of the Guidelines.

Charles Bruner, Ph.D
Dr. Carol Copple, Ph.D
Sandra Petersen, Ph.D

Finally, the Birth to Three portions of this document were built on the efforts of the California Department of Education and Peter Mangione.

The Colorado Early Learning and Development Guidelines (Guidelines) describe the trajectory of children's learning and development from birth to 8 years old in Colorado. They include a broad description of children's growth to ensure a holistic approach to creating positive early childhood environments. For each age level, this document addresses approaches to learning, health and physical development, social and emotional development, language, literacy, numeracy, logic and reasoning, and other subject-specific learning. Although the specific domains used to organize descriptions of children's development evolve within the Guidelines to reflect the specific requirements of each age group, they maintain a broad view of the whole child and describe all aspects of children's growth.

Also of importance to the Guidelines is that they acknowledge and are responsive to variations in culture, languages, and abilities. For instance, child rearing practices, developmental expectations, the role of different family members, and the child's own individual versus collective identity may vary across cultures. To address this, the Guidelines include examples and resources that address the particular requirements of children for whom English is a second language and children with learning or physical challenges. The Guidelines also acknowledge the great variation in when and in what order children attain particular developmental milestones. The knowledge and skills described are designed to provide support and information to families, caregivers, and educators concerning children's development within certain age spans, rather than dictate exactly when or how each child should progress.

These Guidelines are aligned with the Colorado Academic Standards for preschool through third grade and with the *Head Start Child Development and Early Learning Framework*. They are designed to show the continuum of development from birth through age 8, while complementing the variety of existing expectations and models being used in the State of Colorado with each age group. Thus, the Guidelines were informed by a wide variety of state and national documents, including current research on early learning and best practices in early education. Additionally, representatives from a wide variety of Colorado agencies were involved in planning the document's design, providing input and information, and reviewing its final contents.

By including the full breadth of children's development, addressing diversity, and aligning content across all early childhood settings and early grades, these Guidelines are intended to effect greater collaboration and consistency across early childhood systems in Colorado. With collaboration and common reference points, we can create positive early childhood environments that lay a critical foundation for our young children's later success.

- focus on children throughout the birth through age 8 continuum;
- are inclusive of all areas of development and learning;
- recognize and are responsive to variations in cultures, languages, and abilities;
- recognize and are responsive to variations in a child's and family's developmental trajectories and environments;
- are relevant to a variety of settings, including, but not limited to, child care, preschool, Head Start, K-3, health care, home, and other community settings;
- are targeted to parents, caregivers, teachers, higher education personnel, early interventionists, health providers, home visitors, early learning professionals, and family educators;
- are based on research or promising practices; and
- complement and align with the Preschool-3rd grade portion of Colorado's P-12 Academic Standards and the Head Start Child Development and Early Learning Framework, as well as build from other relevant state and national initiatives.

The Guiding Principles (Principles) below describe what we believe to be true both about children and about the environments that best support children's growth and development. These Principles highlight aspects of children and early learning development that span across the domains. They were adopted from two highly regarded resources, *Neurons to Neighborhoods* and *The Irreducible Needs of Children*.

The Colorado Early Learning and Developmental Guidelines are based on the following principles:

1. **Nature and nurture affect children's development**; child development is shaped by a dynamic and continuous interaction between biology and experience.
2. **Culture influences** every aspect of human development and is reflected in childrearing beliefs and practices designed to promote healthy adaptation.
3. The growth of **self-regulation** is a cornerstone of early childhood development that cuts across all domains of behavior.
4. Children are **active participants** in their own development, reflecting the intrinsic human drive to explore and master one's own environment.
5. Human **relationships** are the building blocks of healthy development.
6. The broad range of **individual differences** among young children often makes it difficult to distinguish normal variations and maturational delays from transient disorders and persistent impairments.
7. The development of children unfolds along individual pathways whose trajectories are characterized by **continuities and discontinuities**, as well as by a series of significant transitions.
8. Human development is shaped by the ongoing interplay among sources of **vulnerability** and sources of **resilience**.
9. The **timing of early experiences can matter**, but, more often than not, the developing child remains vulnerable to risks and open to protective influences throughout the early years of life and into adulthood.
10. The course of development can be altered in early childhood by **effective interventions** that change the balance between risk and protection, thereby shifting the odds in favor of more adaptive outcomes.

The Guidelines promote environments that foster growth in young children, which include:

1. Ongoing nurturing **relationships** that provide the basis for physical and emotional well-being.
2. Physical protection, **safety**, and regulation for children's security.
3. **Tailored experiences** to individual differences so that children have choices and are respectful of others' choices.
4. **Developmentally appropriate experiences** that build children's skills.
5. Limit setting, **structure**, and expectations that provide a secure environment.
6. Stable, supportive **communities** and cultural continuity.

Beginning in the summer of 2011, the Colorado Early Childhood Commission contracted Mid-Continent Research for Education and Learning (McREL) to facilitate an advisory board and provide technical services with the goal of developing a set of early childhood guidelines for children birth through age 8 that could be used across the early childhood system. The Early Learning and Development Guidelines Advisory Board consisted of a wide variety of stakeholders, including representatives from the Colorado Department of Education, the Colorado Department of Public Health and Environment, the Colorado Department of Human Services, Zero to Three, Head Start, local child care providers, higher education, early learning professionals, and others. The Advisory Board met numerous times as a whole and in workgroups to ensure the resulting guidelines reflect a strong research base, enhance working early childhood systems in Colorado, and meet the needs of diverse audiences and purposes. The Guidelines were reviewed and advised by both state and national experts with knowledge of early childhood development and teaching practice, as well as specific content areas.

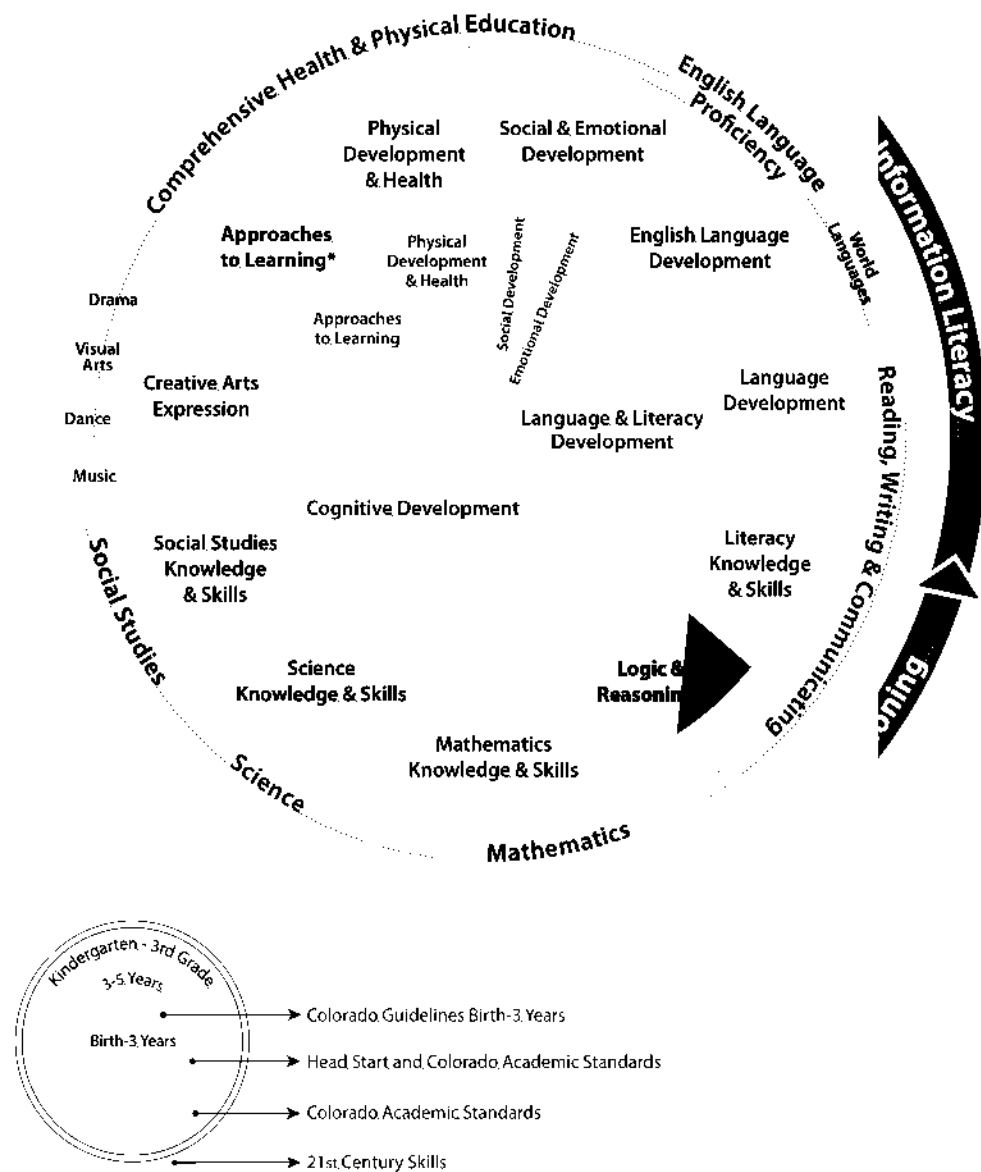
The Colorado Early Learning and Developmental Guidelines are intended to:

- Improve families' and professionals' knowledge of child development;
- Guide families and professionals working with children in planning and implementing developmental and learning activities;
- Inform or guide developmental support, instruction, assessment, and intervention; and
- Provide unifying guidelines that are embraced by and embedded in programs and services (e.g. early care and education, home visitation, medical homes, early intervention) across the comprehensive early childhood service delivery system.

These purposes are consistent with reports from several national groups studying the development of state-level early learning standards.

The Colorado Early Learning and Developmental Guidelines are divided into three major sections: Birth–Age 3; Ages 3–5, and Kindergarten–Third Grade (Ages 5–8). Each of these sections describes children's development within a set of areas called domains. These domains differ somewhat for each age group and are shown in the graphic on the following page. The Guidelines begin with a narrative describing the first four months of a baby's life. This is followed by a set of tables describing children's abilities from ages 4 months to 5 years. These tables organize content within domains and subdomains and include indicators, examples, and suggested supports. Content for infants and toddlers is organized for children at 4–8 months, 9–18 months, and 19–36 months. Content for preschool-age children 3–5 years old is articulated as a single age span. The Guidelines conclude with a narrative describing the development of children in kindergarten through third grade. The graphic on the following page orients readers to how the Guidelines are organized by domains across age ranges. Domains are color-coded throughout the document to align with the graphic. It should be noted that the graphic is meant to illustrate the organization of this document, rather than the importance of the domains or the possible connections across domains.

This graphic illustrates the essential domains of learning within the Colorado Early Learning and Development Guidelines. It represents the progression of these domains across ages, rather than the relative importance of each domain within any one age group. The complex connections within and among domains are more fully explored throughout the guidelines.



*are embedded within **all** content areas of the PK-3 Standards and **emphasized** within the 21st Century Skills.

Social Development

Indicators

Children may...

3. Show confidence in a range of abilities and in... the capacity to accomplish tasks and take on... new tasks.
4. Demonstrate age-appropriate independence... in decision making regarding activities and materials.

Examples

Children may...

- themselves, hang up clothing).
- Participate in planning activities.

Suggested Supports

Adults may...

- Support children's awareness of and pride in their... cultural heritage.
- Listen to what children are saying and show you... value their opinions by acknowledging them and... building on their ideas.
- Provide choices.
- Provide opportunities for children to understand similarities and differences with each other.
- Accept silence or quiet observation as a proper... way for some children to participate, especially... when they first join your class.

3. Self-Regulation : The ability to recognize and regulate emotions, attention, impulses, and behavior.

1. Recognize and label emotions.
2. Handle impulses and behavior with minimal... direction from adults.
3. Follow simple rules, routines, and directions.
4. Shift attention between tasks and... move through transitions with minimal direction... from adults.

- Listen to/discuss books about emotions... and respond to situations in stories that evoke emotions.
- Identify emotions in photographs of other... children and adults.
- Create drawings, paintings, collages, or a class book about emotions.

- Make cozy, safe areas where children can be alone... if they wish.
- Establish, explain, and model simple rules (e.g., a... bedtime routine) in terms children can understand.
- Be aware that children from different cultures may... interpret a single action by an adult to have... different meanings. For example, an adult... may point to signal where she wants the... children to go, but some children... may think she is reprimanding them, singling them... out for some reason, or saying she wants "one" of... something (since she has one finger out).
- Provide physical environments, schedules,... and routines that promote self-control and self-regulation.
- Modify the environment for children who have... sensory issues and may be affected by... noise, lights, or movement.

Social Development

Indicators

Children may...

Examples

Children may...

Suggested Supports

Adults may...

4. Emotional and Behavioral Health : A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.
2. Refrain from disruptive, aggressive, angry, or defiant behaviors.
3. Adapt to new environments with appropriate emotions and behaviors.

- Reflect on personal experiences that evoked strong emotions.
- Experiment with new materials and activities without fear of making mistakes.
- Act out powerful emotions (e.g., fear, anger) through dramatic play.

- Talk about ways children can express emotions without harming themselves, others, or property (e.g., dancing or exercising until out of breath, using pounding toys, manipulating play dough, talking to an adult).
- Provide tasks in which the goal is trying different strategies or solutions rather than right or wrong answers.
- Be aware that ways of expressing feelings, such as excitement, anger, happiness, frustration, and sadness, differ in various cultures. For example, a child may show excitement through shouting and jumping for joy, through a smile, and coy look, through no outward signs while inwardly experiencing anticipation, or by sharing the fact they are excited with a friend or a trusted adult.

The English Language Development domain describes skills for children who are English language learners (ELL). Similar to those acquiring a first language, children who are learning English as a second language understand more English initially than they can produce. This domain includes children's receptive skills, or their ability to understand spoken English, and includes children's expressive skills, or their ability to speak English. The indicators and examples describe a variety of the types of skills children may exhibit over time as they acquire English. As children gradually learn more English, they will be able to express themselves in English more often. The English Language Development domain also describes the types of literacy activities that support ELL students' language acquisition. However, children should also continue to develop the ability to communicate effectively in their home language because such skills provide a foundation for learning English.

Indicators*Children may...***Examples***Children may...***Suggested Supports***Adults may...***1. Receptive English Language Skills : The ability to comprehend or understand the English language.**

1. Participate with movement and gestures while...
...other children and the teachers dance and sing...
...in English.
2. Acknowledge or respond nonverbally to...
...common words or phrases, such as "hello,"
... "good bye," "snack time," and "bathroom," when...
...accompanied by adult gestures.
3. Point to body parts when asked, "Where is your...
... nose, hand, leg...?"
4. Comprehend and respond to increasingly...
... complex and varied English vocabulary, such as
... "Which stick is the longest?" and "Why do you
... think the caterpillar is hungry?"
5. Follow multi-step directions in English with...
... minimal cues or assistance.

- Respond with gestures, act out, or role play—
... depending on level of understanding—in
... response to stories read aloud.
- Match oral language to classroom and everyday
... objects.
- Sort pictures or objects according to oral
... instructions.
- Respond verbally or nonverbally to simple oral
... commands or statements.
- Draw pictures in response to oral instructions.

- Use gestures and body language to support...
... communication with children, as appropriate to
... their level of language acquisition.
- Connect English words or phrases to children's...
... home language, as appropriate and possible.
- Introduce braille to children who are blind or...
... visually impaired.

Indicators*Children may . . .***Examples***Children may . . .***Suggested Supports***Adults may . . .***2. Expressive English Language Skills : The ability to speak or use English.**

1. Repeat word or phrase to self, such as "bus" . . . while the group sings the song "Wheels on the . . . Bus" or "brush teeth" after lunch.
2. Request items in English, such as "car," "milk," "book," or "ball."
3. Use one or two English words, sometimes . . . joined to represent a bigger idea, such as . . . "throwball."
4. Use increasingly complex and varied English . . . vocabulary.
5. Construct sentences, such as "The apple is . . . round." or "I see a fire truck with lights on."

- Repeat words, simple phrases, or some facts . . . from illustrated short stories.
- Complete phrases in rhymes, songs, and chants.
- Answer yes/no or other simple questions, as . . . appropriate to level.
- Name classroom and everyday objects.
- String words together to make short sentences.

- Describe pictures, classroom objects, or familiar . . . people using a variety of words for various levels . . . of language learners.
- Provide a rich language environment that . . . exposes children to vocabulary.
- Provide assistive technology for children who . . . have language delays, are deaf, or are hard of . . . hearing.

3. Engagement in English Literacy Activities : Understanding and responding to books, storytelling, and songs presented in English.

1. Demonstrate eagerness to participate in songs, . . . rhymes, and stories in English.
2. Point to pictures and says the word in English, . . . such as "frog," "baby," "run."
3. Learn part of a song or poem in English and . . . repeat it.
4. Talk with peers or adults about a story read in . . . English.
5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.

- Distinguish between same and different forms of . . . print (e.g., single letters, symbols).
- Trace figures and letters.
- Reproduce letters, symbols, and numbers from . . . models in context.
- Produce familiar words/phrases from . . . environmental print and illustrations.
- Create content-based representations through . . . pictures and words.

- Use gestures, actions, and real objects to help . . . children understand what is being read, chanted, . . . or sung.
- Help children make connections between . . . speech and writing, such as matching icons, . . . symbols, or words to corresponding pictures or . . . objects.
- Help children make connections between books . . . and stories in their home language with those in . . . English.
- Help children tell stories and recount . . . experiences with a beginning, middle, and end; . . . write down their dictation and let them illustrate . . . if desired.

The Language Development domain describes children's developing ability to effectively communicate (expressive language) and understand (receptive language) oral language in different environments and for a variety of purposes. Such skills are key to children's learning and social competence. The understanding and use of language is also closely related to students' developing literacy and their later success in learning to read and write.

Indicators*Children may...***Examples***Children may...***Suggested Supports***Adults may...***1. Receptive English Language Skills : The ability to comprehend or understand the English language.**

1. Attend to language during conversations, songs, stories, or other learning experiences.*
2. Comprehend increasingly complex and varied vocabulary.*
3. Comprehend different forms of language, such as questions or exclamations.*
4. Comprehend different grammatical structures or rules for using language.

- Listen to age-appropriate stories, poems, and songs that are rich in descriptive vocabulary.
- Understand some words that convey special concepts (e.g., first/last, over/under).
- Demonstrate use of vocabulary in oral language to express ideas and events.*
- Make connections between words with similar meanings.
- Follow two-step directions.

- Introduce new words and concepts by naming what children are doing and experiencing.
- Involve children in sustained conversations, pursuing their interests with questions and comments.
- Use facial expressions, gestures, and a rich and varied vocabulary with children.
- State directions clearly, positively, respectfully, and only as needed.

2. Expressive Language : The ability to use language.

1. Engage in communication and conversation with others.
2. Use language to express ideas and needs.*
3. Use increasingly complex and varied vocabulary.*
4. Use different forms of language.

- Share their ideas and experiences in small groups.
- Use language as a part of pretend play to create and enact roles.
- Use complete sentences, when appropriate.
- Describe experiences and retell simple stories.

- Ask open-ended questions that require more than a "yes" or "no" response.
- Use descriptive language.
- Provide opportunities for children to engage in dialogue, including one-on-one and group conversations.

Indicators*Children may...*

- 5. Use different grammatical structures for a variety of purposes.*
- 6. Engage in storytelling.
- 7. Engage in conversations with peers and adults.

Examples*Children may...*

- Use language to establish and maintain relationships.

Suggested Supports*Adults may...*

- Structure activities so that children can engage in telling stories or recounting events by expressing themselves through various means such as speech, pantomime, pointing, and role-playing.
- Vary "wait time," or the amount of time children are allowed to respond. Children from some cultural backgrounds find the pace of verbal interactions in U.S. schools very different from the pace to which they are accustomed.

The Literacy Knowledge & Skills domain describes skills that provide the basis for children's emerging ability to read and write. Preschool age children are developing attitudes about reading that will affect their approach to learning as they age. They are also developing basic understandings about how books and other print materials convey meaning. This domain also addresses early reading skills, such as the ability to hear and differentiate sounds in words and some basic letter knowledge. Children's ability to physically write is closely tied to their development of fine motor skills at this age, which often varies significantly, and so children practice communicating their ideas on paper in whatever way they can, including scribbling, dictation, drawing pictures, or tracing letters and words.

Indicators <i>Children may...</i>	Examples <i>Children may...</i>	Suggested Supports <i>Adults may...</i>
1. Book Appreciation and Knowledge : The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.		
<ol style="list-style-type: none"> 1. Show interest in shared reading experiences and looking at books independently. 2. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.* 3. Ask and answer questions and make comments about print materials.* 4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. 5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.* 6. Make predictions based on illustrations or portions of story or text.* 	<ul style="list-style-type: none"> • Look at pictures, ask questions, and talk about information from books. • Handle books respectfully and appropriately. • Use drawing or drawing with captions to identify key characters or events in a story read aloud. • Compare events in books to their own experiences. • Use pictures to understand and make predictions about the topic or story in a book. 	<ul style="list-style-type: none"> • Make books available in children's home languages. • Use books that communicate information to learn about the world and contain rich language. • Read to children often for pleasure and information. • Visit the library. • Ask questions about the stories read together. • Provide materials such as flannel board sets, puppets, and other props to act out and retell stories. • Model reading for children (e.g., newspapers, novels).
2. Phonological Awareness : An awareness that language can be broken into words, syllables, and smaller pieces of sound.		
<ol style="list-style-type: none"> 1. Identify and discriminate between words in language. 2. Identify and discriminate between separate syllables in words.* 	<ul style="list-style-type: none"> • Recognize the difference between words that sound similar. • Break words into syllables (e.g., clap or tap them out with rhythm instruments). 	<ul style="list-style-type: none"> • Model having fun with words (e.g., rhymes, poems, fingerplays). • Share songs and poems with children. • Encourage children to fill in missing words and

* Aligned to the Colorado Academic Standards. See Appendix A.

Indicators*Children may...*

3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.*
4. Recognize patterns of sounds in songs, storytelling, and poetry.*

Examples*Children may...*

- Recognize rhyming words and alliterations.
- Repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables.

Suggested Supports*Adults may...*

complete familiar refrains in familiar rhymes and songs.

3. Alphabet Knowledge : The names and sounds associated with letters.

1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.
2. Recognize that letters of the alphabet have distinct sound(s) associated with them.
3. Attend to the beginning letters and sounds in familiar words.*
4. Identify letters and associate correct sounds with letters.*

- Distinguish between upper and lower case letter shapes.
- Play guessing games using letter sounds (e.g., "I spy something that begins with sssss.").
- Select alphabet letters that match with their sounds.
- Recognize the letters in their own name.
- Know the name for many letters of the alphabet.

- Provide magnetic letters and alphabet blocks, stamps, books, and puzzles.
- Explore letters through sensory experiences (e.g., trace letters made of sandpaper or rice, use alphabet cookie cutters or pasta alphabets).
- Point out letters in familiar names and signs.

4. Print Concepts and Conventions : The concepts about print and early decoding (identifying letter-sound relationships).

1. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.*
2. Understand that print conveys meaning.*
3. Understand conventions, such as print moves from left to right and top to bottom of a page.*
4. Recognize words as a unit of print and understand that letters are grouped to form words.

- Recognize how printed material connects to their world and daily life.
- Associate pictorial symbols with objects or actions (e.g., picture recipes, rebus stories).
- Recognize that print can tell people what to do.

- Point out signs and labels in the classroom, neighborhood, or store.
- Call attention to a variety of print, such as books, newspapers, magazines, menus, and cereal boxes.

* Aligned to the Colorado Academic Standards. See Appendix A.

Indicators*Children may....***Examples***Children may....***Suggested Supports***Adults may...*

5. Recognize the association between spoken or signed and written words.

- Understand that letters function to represent sounds in spoken words.

- Create a learning environment that reflects the children's cultures and languages in each learning center, on wall/window/bulletin board, displays, and in educational and play materials.
- Model using print resources to gain meaning and understanding or answer a question.

5. Early Writing : The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

1. Experiment with writing tools and materials.*
2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.*
3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.*
4. Copy, trace, or independently write letters or words.*
5. Dictate ideas to an adult.*
6. Identify information that is relevant.*

- Begin to develop proper pencil grip.
- Communicate with others with a card or letter.
- Use shapes, symbols, and letters to express ideas.
- Talk about a picture or experience.
- Describe something learned about a topic (e.g., butterflies, frogs, snow), verbally or through representations.
- Ask questions about and investigate topics of interest.

- Encourage children's interest and attempts to copy or write letters and their own name.
- Provide experiences with markers, crayons, and pencils.
- Display writing and drawings.
- Encourage children to participate in activities that involve reading and writing, such as making a grocery list.

* Aligned to the Colorado Academic Standards. See Appendix A.

Logic & Reasoning

The Logic & Reasoning domain describes children's ability to think through problems and apply strategies for solving them. Such strategies require the ability to make connections among events or ideas, such as cause-and-effect relationships and comparisons. Likewise, the ability to think abstractly, or symbolically, about their world allows children to better understand the world around them. Such critical thinking skills are essential to children's early learning, and also to their ability to understand and adapt to a wide range of situations at home and in the community.

Logic & Reasoning		
Indicators <i>Children may...</i>	Examples <i>Children may....</i>	Suggested Supports <i>Adults may...</i>
1. Reasoning and Problem-Solving : The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.		
1. Seek multiple solutions to a question, task, or problem. 2. Recognize cause-and-effect relationships. 3. Classify, compare, and contrast objects, events, and experiences. 4. Use past knowledge to build new knowledge. 5. Know that problems can be identified and possible solutions can be created.*	<ul style="list-style-type: none"> • Make suggestions to generate ideas. • Make predictions, including hypotheses about cause or effect. • Act out and talk about experiences. • Talk about activities of yesterday, today, and tomorrow. • Talk about what they are learning. • Try different approaches to solve a problem. • Differentiate between questions and statements. 	<ul style="list-style-type: none"> • Introduce everyday household materials and toys that can be used in more than one way. • Ask children what they know, want to know, and have learned about a topic. • Talk through different approaches to problems, and value children's thinking regardless of accuracy. • Ask children questions that apply to real problems. • Involve children in planning activities.
2. Symbolic Representation : The use of symbols or objects to represent something else.		
1. Represent people, places, or things through drawings, movement, and three-dimensional objects. 2. Engage in pretend play and act out roles. 3. Recognize the difference between pretend or fantasy situations and reality.*	<ul style="list-style-type: none"> • Represent their ideas in more than one way (e.g., painting, drawing, blocks). • Pretend and make-believe. • Begin to identify key features of reality versus fantasy in stories, pictures, and events. 	<ul style="list-style-type: none"> • Engage children in making up games, jokes, songs, and stories. • Encourage pretend play, such as using sofa cushions or blankets to make a "cave." • Add new props to the environment to encourage rich pretend play. • Provide materials for drawing and encourage children to tell you what they have drawn.

* Aligned to the Colorado Academic Standards. See Appendix A.

The Mathematics Knowledge & Skills domain describes children's abilities to understand numbers, quantity, and the relationships between them. Also important to this domain is a basic understanding of shapes, the position of shapes in space, patterns, and measurement. Many indicators described in this domain require children to make generalizations and think abstractly, which builds cognitive skills that support a wide array of early learning and are associated with positive outcomes. Some of the indicators and examples may not be appropriate until late in the 3–5 year age range.

Indicators <i>Children may...</i>	Examples <i>Children may...</i>	Suggested Supports <i>Adults may...</i>
1. Number Concepts and Quantities : The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).		
1. Recognize numbers and quantities in the everyday environment. 2. Recite numbers in the correct order and understand that numbers come "before" or "after" one another. 3. Associate quantities and the names of numbers with written numerals.* 4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.* 5. Use the number name of the last object counted to represent the number of objects in the set.	<ul style="list-style-type: none"> Matches a group of 1 to 10 objects with written and spoken numbers. Count, group, and sort objects and materials. Read stories, sing songs, and act out poems and finger plays that involve counting, numerals, and shapes. 	<ul style="list-style-type: none"> Count and use numbers as you play together. Take advantage of every opportunity to count with children in a practical and authentic setting. Have children group and order materials when cleaning up. Play age-appropriate games that involve counting spaces or objects.
2. Number Relationships and Operations : The use of numbers to describe relationships and solve problems.		
1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to.	<ul style="list-style-type: none"> Make predictions about quantity and measurements (e.g., the number of cups of water it will take to fill a pitcher). 	<ul style="list-style-type: none"> Provide opportunities for children to use household materials and experiences to explore numbers, measurement, and patterns. Provide everyday opportunities to explore numbers and patterns such as helping set the table.
* Aligned to the Colorado Academic Standards. See Appendix A.		

Indicators*Children may...***Examples***Children may...***Suggested Supports***Adults may...*

2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.
3. Identify the new number created when numbers are combined or separated.

3. Geometry and Spatial Sense : The understanding of shapes, their properties, and how objects are related to one another.

1. Recognize and name common shapes, their parts, and attributes.*
2. Combine and separates shapes to make other shapes.
3. Compare objects in size and shape.
4. Understand directionality, order, and position of objects, such as up, down, in front, and behind.*

- Match, sort, group, and name basic shapes found outside or in the classroom.
- Use the vocabulary of geometry and position to describe shapes within the room and surrounding environment.
- Understand relational directions (e.g., "Please put a mat under each plate.").

- Provide opportunities for conversation using everyday words to indicate space, location, shape, and size of objects.
- Help children organize toys, pointing out concepts such as "in," "on," "under," and "beside."

4. Patterns : The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.*.
2. Recognize, duplicate, and extend simple patterns.
3. Create patterns through the repetition of a unit.

- Sort objects by physical characteristics such as color or size.
- Use art materials and other objects to create patterns (e.g., weaving, painting, stringing beads, stacking blocks).
- Recognize patterns in a story or song.

- Provide opportunities for children to count, group, and order household objects and materials.
- Provide opportunities to observe naturally occurring patterns within the indoor and outdoor environments.
- Introduce songs with a growing pattern (e.g., "Bingo", where children clap to substitute for one more letter with each verse).

* Aligned to the Colorado Academic Standards. See Appendix A.

Indicators*Children may....***Examples***Children may...***Suggested Supports***Adults may....***5. Measurement and Comparison : The understanding of attributes and relative properties of objects as related to size, capacity, and area.**

1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier).
2. Order objects by size or length.
3. Use nonstandard and standard techniques and tools to measure and compare.*
4. Describe the order of common events.*
5. Sequence a simple set of activities or events.*

- Group objects according to their size, using standard and non-standard forms (e.g., height, weight, length, color brightness) of measurement.
- Explore various processes and units for measurement and begin to notice different results of one method or another.

- Follow a recipe and let children measure, pour, and stir the ingredients.
- Provide opportunities for children to count, group, and order objects and materials.
- Ask questions of measurement (e.g., "How many steps does it take to walk from the front door to your cubby?" or "How many blocks long is your arm?").
- Use a sensory table with various bowls, cups, or other containers to encourage measurement activities.

* Aligned to the Colorado Academic Standards. See Appendix A.

The Science Knowledge & Skills domain describes children's abilities to observe and gather information about the natural and physical world around them. Children use their natural curiosity to explore and ask questions about their environment, through which they learn about living things and natural processes. The indicators in science also describe ways in which children process information by making connections, predictions, and generalizations based on their observations.

Indicators*Children may...***Examples***Children may...***Suggested Supports***Adults may...***1. Scientific Skills and Method : The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.**

1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.*
2. Observe and discuss common properties, differences, and comparisons among objects.
3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.*
4. Collect, describe, and record information through discussions, drawings, maps, and charts.*
5. Describe and discuss predictions, explanations, and generalizations based on past experience.*

- Use senses to gather information about objects, living things, and Earth materials.
- Ask and pursue questions through simple investigations and observations of living things.
- Observe nature and make predictions about natural events (e.g., growing seeds, caring for animals, charting weather).

- Ask questions and make comments that lead children to observe closely and think about how they could find out more.
- Provide opportunity to observe objects and events indoors and outdoors.
- Encourage children to experiment and discuss what they discover.
- Encourage children to ask questions and seek answers through active exploration and reflection on what they learn.
- Model language that encourages children to express wonder, pose questions, and provide evidence of discoveries.

2. Conceptual Knowledge of the Natural and Physical World : The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.

1. Observe, describe, and discuss living things and natural processes.*
2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.*
3. Observe, describe, and discuss properties of materials and transformation of substances.*

- Identify the common needs such as food, air, and water of familiar living things.
- Make and record by drawing, acting out, or describing observations of living things and how they change over time.

- Engage children in exploring natural objects such as collecting small rocks, feathers, leaves, and other objects.
- Engage children in observing events, such as wet and dry places and how the sun warms objects it shines on.

* Aligned to the Colorado Academic Standards. See Appendix A.

Indicators*Children may....*

- 4. Identify, predict, and extend patterns based on
... observations and representations of objects in
... the sky, daily weather, and seasonal changes.*
- 5. Observe and describe patterns observed
... over the course of a number of days and nights,
... possibly including differences in the activities or
... appearance of plants and animals.*
- 6. Recognize and investigate cause-and-effect,
... relationships in everyday experiences – pushing,
pulling, kicking, rolling, or blowing objects.*

Examples*Children may....*

- Observe and explore the natural processes
of growing, changing, and adapting to the
environment.

Suggested Supports*Adults may...*

- Engage children to reflect on what they learn, .
... such as why a plant takes days to sprout.
- Provide a variety of outdoor natural materials
... (e.g., smooth stones, shells, pinecones, acorns)
that children can investigate.

* Aligned to the Colorado Academic Standards. See Appendix A.

The Social Studies Knowledge & Skills domain describes children's learning about people, places, events, and society, and how these things relate to their lives. By learning about themselves, their family, and their community, children develop self-identity and expand their understanding of places and people outside their direct experience. . .

Indicators

Children may...

Examples

Children may...

Suggested Supports

Adults may...

1. Self, Family, and Community : The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.

- | | | |
|--|--|---|
| <ol style="list-style-type: none"> 1. Identify personal and family structure.* 2. Understand similarities and respect differences among people.* 3. Recognize a variety of jobs and the work . . . associated with them.* 4. Understand the reasons for rules in the home and . . . classroom and for laws in the community.* 5. Describe or draw aspects of the geography of the . . . classroom, home, and community.* 6. Recognize money and identify its purpose.* | <ul style="list-style-type: none"> • Recognize membership in family, neighborhood, . . . school, team, and various other groups and . . . organizations. • Identify examples of times when people can play different roles and bring unique talents to a . . . variety of groups. • Recognize coins and currency as money. • Identify how money is used as a medium of . . . exchange. | <ul style="list-style-type: none"> • Through books, class visitors, and field trips, extend children's knowledge of what people do in the community. • Promote respect and appreciation for each child's culture and the cultures of others. • Talk about the differences among people (e.g., . . . language, ability, race). • Engage children in noticing and learning about . . . land, water, and other features in the community. • Have children create and interpret simple maps of the classroom, playground, and neighborhood. • Create situations in which children exchange . . . money in a play situation. |
|--|--|---|

2. People and the Environment : The understanding of the relationship between people and the environment in which they live.

- | | | |
|---|---|---|
| <ol style="list-style-type: none"> 1. Recognize aspects of the environment, such . . . as roads, buildings, trees, gardens, bodies of water, or land formations.* 2. Recognize that people share the environment . . . with other people, animals, and plants. 3. Understand that people can take care of the . . . environment through activities, such as recycling. | <ul style="list-style-type: none"> • Build with blocks or draw various environments, such as towns, farms, and oceans. • Identify common places such as home, school, cafeteria, and gymnasium. • Describe surroundings. | <ul style="list-style-type: none"> • Point out changes that people have made to the . . . environment while on a walk. • Model environmental consciousness (e.g., . . . picking up trash, recycling). |
|---|---|---|

* Aligned to the Colorado Academic Standards. See Appendix A.

Indicators*Children may...***Examples***Children may...***Suggested Supports***Adults may...***3. History and Events : The understanding that events happened in the past and how these events relate to one's self, family, and community.**

1. Differentiate between past, present, and future.*
2. Recognize events that happened in the past, such as family or personal history.*
3. Understand that how people live and what they do changes over time.*

- Select examples from pictures that illustrate past, present, and future.*
- Describe how they have grown.

- Tell stories about past events.
- Have students sort pictures into those from the past and present.
- Visit historical places.

* Aligned to the Colorado Academic Standards. See Appendix A.

The Creative Arts domain describes the variety of artistic activities that allow children to use their imaginations, creativity, and express ideas in a variety of mediums. Included in this domain are indicators for music, dance, visual art, and drama & theatre arts. The creative arts provide a means for children to display their understanding of a wide variety of knowledge and ideas that are part of other domains.....

Indicators*Children may...***Examples***Children may...***Suggested Supports***Adults may...***1. Music : The use of voice and instruments to create sounds.**

1. Participate in music activities, such as listening, singing, or performing.*
2. Experiment with musical instruments.
3. Respond to rhythmic patterns and elements of music using expressive movement.*
4. Improvise movement and sound responses to music.*
5. Describe and respond to musical elements.*
6. Recognize a wide variety of sounds and sound sources.*
7. Express feeling responses to music.*
8. Recognize music in daily life.*

- Speak, chant, and sing expressively.
- Participate in singing games.
- Demonstrate appropriate behavior and attention when listening to or performing music.
- Move to music with various rhythmic patterns, tempos, meters, and dynamics.
- Listen to music from diverse modes, genres, and styles.
- Improvise sound effects when playing.
- Demonstrate musical awareness by moving freely and creatively.
- Describe music and sources of sound.
- Listen appropriately during a musical selection, live or recorded.

- Invite musicians to the classroom so children can experience live music.
- Provide appropriate instruments (e.g., maracas, rhythm sticks, bells, tambourines, drums, sand blocks, shakers) for musical experimentation.
- Play different types of music and ask children to label how the music makes them feel.
- Provide children with examples of diverse music, including cultural examples and examples in their community and home.
- Offer different types of music rhythms, patterns, and tempos and have the children imitate these by clapping or playing musical instruments.

2. Creative Movement and Dance : The use of the body to move to music and express oneself.

1. Express what is felt and heard in various musical tempos and styles.*
2. Move to different patterns of beat and rhythm in music.*
3. Use creative movement to express concepts, ... ideas, or feelings.*

- Use senses and prior experience as inspiration for moving and dancing.
- Pay attention to a dance performance and clap to show appreciation.
- Respond to dance by drawing.
- Explore the origin of and occasions for cultural dances around the world.

- Encourage children to move and use their bodies in space (e.g., pretending to be a cat, a volcano, or a butterfly).
- In reading stories to children, look for words and images that suggest movement (e.g., "Can you move as softly as the wind blew?")

* Aligned to the Colorado Academic Standards. See Appendix A.

Indicators*Children may...*

4. Demonstrate simple phrases of movement in time and space.*
5. Attentively observe a dance performance.*
6. Recognize dances from around the world.*

Examples*Children may...*

- Describe how dance expresses ideas and emotions.
- Compare different kinds of dances.
- Explore shapes, size, levels, direction, stillness, and patterns in movement.
- Practice how to respond to action words with movement.
- Transfer weight when dancing (i.e. stepping).

Suggested Supports*Adults may...***3. Art : The use of a range of media and materials to create drawings, pictures, or other objects.**

1. Use different materials and techniques to make art creations.*
2. Discuss one's own artistic creations and those of others.*
3. Know that works of art can represent people, places, and things.*
4. Identify art in daily life.*
5. Understand that artists have an important role in communities

- Select favorite images in materials such as books, cartoons, computer games, and environmental print.
- Use personal vocabulary to describe works of art.
- Understand that works of art can communicate ideas and tell stories.
- Create drawings based on familiar stories and topics.
- Identify art in their surroundings.
- Describe some artist activities.
- Identify some art materials used by artists.

- Provide age-appropriate art materials (e.g., non-hazardous paints, modeling materials, a wide variety of paper types, writing and drawing utensils of various sizes and types, collage materials).
- Provide a variety of horizontal and vertical surfaces (e.g., easels, floor, walls) and two- and three- dimensional objects (e.g., boxes, clay, plastic containers) for creative expression.
- Point out basic characteristics and expressive features of art and design in daily life.

* Aligned to the Colorado Academic Standards. See Appendix A.

Indicators*Children may...***Examples***Children may...***Suggested Supports***Adults may...***4. Drama & Theatre Arts : The portrayal of events, characters, or stories through acting and using props and language.**

1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self ... or a character.*
2. Use creativity and imagination to manipulate ... materials and assume roles in dramatic play... situations.*
3. Respond to stories and plays.*

- Identify emotions behind particular actions, ... facial expressions, and words.
- Engage in pretend play for longer periods of ... time.
- Respond to new drama performances, puppet ... shows, or dramatizations.
- Ask questions about performances or ... dramatizations.

- Provide a variety of opportunities for children to ... view plays and dramatized stories.
- Encourage children to use body movement and ... voice to depict characters.
- Promote children's dramatic play by providing ... props as well as stories and real-life experiences that will stimulate their enacting a range of roles and scenarios.

* Aligned to the Colorado Academic Standards. See Appendix A.

The Approaches to Learning domain describes dispositions that support children's engagement in learning. The examples describe observable behaviors that reflect these desirable traits. When children develop positive approaches to learning, they are more likely to have success in school.

Indicators*Children may...***Examples***Children may...***Suggested Supports***Adults may...***1. Initiative and Curiosity : An interest in varied topics and activities, a desire to learn, creativity, and independence in learning.**

1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.
2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks.
3. Ask questions and seek new information.

- Use or combine materials/strategies in novel ways while exploring and solving problems.
- Use senses to explore the environment.
- Demonstrate a willingness to choose both familiar and new experiences.

- Share children's excitement in discoveries, exploration, and manipulation of items in the environment.
- Help children learn about and explore their neighborhood and community.
- Model curiosity and information-seeking.

2. Persistence and Attentiveness : The ability to begin and finish activities with persistence and attention.

1. Maintain interest in a project or activity until completed.
2. Set goals and develop and follow through on plans.
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.

- Seek and accept help or information for further understanding.
- Develop a sense of purpose and the ability to follow through.

- Allow children to keep their work, such as block structures, in place from one day to the next so they can continue to work on it.
- Offer tasks that are just challenging enough, but not overwhelming so children learn the satisfaction of rising to the challenge.
- Model self-talk such as repeating directions to keep one's attention focused.
- Break tasks down into manageable steps.
- Provide various modalities (e.g., visual, auditory, movement) to learning.

Indicators*Children may...***Examples***Children may...***Suggested Supports***Adults may...***3. Cooperation : An interest and engagement in group experiences.**

- 1... Plan, initiate, and complete learning activities
... with peers.
2. Join in cooperative play with others and invite
others to play.
3. Model or teach peers.
4. Help, share, and cooperate in a group.

- Take turns.
- Exchange ideas with peers.

- Provide opportunities for children to practice
... listening and talking with others.
- Plan activities that build a sense of belonging
and community.

Data Notes and Sources for Table (B)(2)

State and Local Funding (Col. 1 and 2):

- State Funding = State Share of Per-Pupil Revenue
- Local Funding = Local Share of Per-Pupil Revenue
- FY2014 = Does not include the portion of ECARE funding for full-day kindergarten. It reflects preschool CPP/ECARE funding for preschool only.

Source: School Finance Unit, Colorado Department of Education

Philanthropic/Private Funding (If Applicable (Col. 3)

Sources: Communication from Temple Hoyne Buell Foundation, Colorado Department of Revenue

Number of Four-Year-Old Children (Col. 4)

Source: State Demographer's Office, Colorado Department of Local Affairs

https://dola.colorado.gov/demog_webapps/pagCategory.jsf

Number of Four-Year-Olds at/below 200% FPL (Col. 5)

- U.S. Census only reports on # of children below 200% FPL who are under the age of six- not specifically four-year-olds, and not AT or below. For FY2011, FY2012, and FY2014, an estimate was calculated using this Census figure, divided by total number of children ages 0-5 (source: State Demographer office), then multiplying that factor by Column 4.
- For FY2013, source: <http://www2.ed.gov/programs/preschooldevelopmentgrants/4-year-old-poverty-status-2012.pdf>

Four-Year-Olds Served in the State Preschool Program (Col. 6)

Source: Student October and December Pupil Counts, Colorado Department of Education

Four-Year-Olds At or Below 200% FPL Served in State Preschool Program (Col. 7)

- CDE does not collect this data. An estimate was calculated using data from:
 - a) the Colorado Preschool Program annual report, in which districts report the overall number of preschoolers eligible for Free or Reduced Price meals (185% FPL). This figure was divided by the total number of preschoolers served, then that factor was multiplied by the number of four-year-olds who were funded by CPP.
 - b) Student October Count, in which districts report the number of state-funded preschoolers with disabilities eligible for Free or Reduced Price meals. This

figure was divided by the total number of four-year-olds with disabilities in October Count, then that factor was multiplied by the total number of four-year-olds with disabilities receiving state funding, as reflected in the Special Education December Count.

- Figures may be slightly underreported because: a) CDE only collects data on children below 185% FPL, and b) poverty data for state-funded preschoolers with disabilities is drawn from Student October count, and these data are not consistently captured at the preschool level.

**First Regular Session
Seventieth General Assembly
STATE OF COLORADO**

DRAFT
9.17.14

BILL 4

Temporary storage location: S:\LLS\2015\Bills\Pre-Draft\15-0104.wpd

LLS NO. 15-0104.01 Julie Pelegrin x2700

INTERIM COMMITTEE BILL

Early Childhood and School Readiness Legislative Commission

BILL TOPIC: "Increasing Number Of CO Preschool Program Students"

A BILL FOR AN ACT

101 **CONCERNING INCREASING THE NUMBER OF STUDENTS ENROLLED IN**
 102 **THE COLORADO PRESCHOOL PROGRAM AS PRESCHOOL**
 103 **STUDENTS.**

Bill Summary

(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://www.leg.state.co.us/bills/summaries>.)

Early Childhood and School Readiness Legislative Commission. The statute currently authorizes funding for 20,160 children to participate in the Colorado preschool program as half-time or full-time preschool students. In addition, the statute authorizes funding for 8,200

children as Colorado preschool program students or as full-day kindergarten students, when combined with a school district's other funding for kindergarten students. The bill funds an additional 3,000 children only as half-time or full-time preschool students.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. In Colorado Revised Statutes, 22-28-104, **amend** (2) (a) (III); and **add** (2) (a) (IV) and (2) (a) (V) as follows:

22-28-104. Establishment of public preschool programs.

(2) (a) (III). For the 2008-09 budget year and each budget year thereafter THROUGH THE 2013-14 BUDGET YEAR, twenty thousand one hundred sixty children may annually participate in the Colorado preschool program.

(IV). FOR THE 2013-14 AND 2014-15 BUDGET YEARS, TWENTY THOUSAND ONE HUNDRED SIXTY CHILDREN, IN ADDITION TO THE NUMBER OF CHILDREN AUTHORIZED IN SECTION 22-28-104.3, MAY ANNUALLY PARTICIPATE IN THE COLORADO PRESCHOOL PROGRAM.

(V). FOR THE 2015-16 BUDGET YEAR AND EACH BUDGET YEAR THEREAFTER, TWENTY-THREE THOUSAND ONE HUNDRED SIXTY CHILDREN, IN ADDITION TO THE NUMBER OF CHILDREN AUTHORIZED IN SECTION 22-28-104.3, MAY ANNUALLY PARTICIPATE IN THE COLORADO PRESCHOOL PROGRAM.

SECTION 2. In Colorado Revised Statutes, 22-28-104.3, **amend** (1) (a) as follows:

22-28-104.3. Early childhood at-risk enhancement (ECARE).

(1) (a) ~~Notwithstanding~~ IN ADDITION TO the number of children who may annually participate in the Colorado preschool program pursuant to section 22-28-104 (2) (a):

(I) For the 2013-14 budget year, an additional three thousand two

1 hundred children may participate in the Colorado preschool program, for
2 a total of twenty-three thousand three hundred sixty children who may
3 participate in the Colorado preschool program for the 2013-14 budget
4 year.

5 (II). For the 2014-15 budget year and each budget year thereafter,
6 an additional ~~five~~ EIGHT thousand TWO HUNDRED children may annually
7 participate in the Colorado preschool program, for a total of twenty-eight
8 thousand three hundred sixty children who may annually participate in the
9 Colorado preschool program.

10 .<{Rep. Pettersen: would you prefer a safety clause or a 90-day petition
11 clause?}>

Preliminary Fiscal Analysis Summary:

The draft bill to increase the number of CPP slots by (b)(4) would increase the cost of school finance by about (b)(4) in FY 2015-16, based on our most recent student enrollment, assessed value, and inflation projections. To the degree these forecasts change in the future, this estimate will also change. The cost estimate also assumes that the new slots would be distributed among districts proportionally to the existing CPP slots. A change in this distribution would also change the estimate.

In addition, the increase in CPP slots will increase staffing costs for both the Colorado Department of Education (CDE) and the Colorado Department of Human Services (DHS). CDE provides technical assistance, program monitoring, and training support for the preschool program, while DHS licenses and inspects preschool facilities. Based on the fiscal note for HB 14-1298, I would anticipate a combined FTE increase of about (b)(4) FTE and (b)(4) in expenses, but the precise costs would be determined after we received input from the departments.

2014 CPP Annual Report and Intent to Continue

School District:	District Code:
Official CPP Coordinator:	
Name and Title of Person Compiling Report:	

Signature and Assurances Page

Assurances – When you sign this document, you are assuring CDE that your program complies with the CPP Act. *Please print out this page only and scan/email it to boyer_m@cde.state.co.us or mail a hard copy to the Colorado Preschool Program, Room 105, 201 East Colfax Ave., Denver, CO, 80203 by Friday, April 11, 2014.*

We certify that all appropriate procedures have been followed in the implementation of the Colorado Preschool Program, including:

- All sites serving children funded by the **Colorado Preschool Program** shall be in compliance with the Rules and Regulations for Child Care Centers (26-6-106, CRS) as set forth by the Colorado Department of Human Services.
- Programs agree to follow class size limit of 16 children and adult-child ratios of 1:8.
- All participating programs agree to follow Colorado Department of Education's **Quality Standards for Early Childhood Care and Education Services** (22-28-108) and the **Colorado Early Learning and Developmental Guidelines**.
- A District Council carries out all required responsibilities and includes representatives of the local community reflecting the various roles specified in CRS 22-28-105.
- The District Council shall be actively involved in monitoring all programs in which children funded by CPP are served.
- All school districts shall respond in a timely manner to requests from the Colorado Department of Education including reporting of unused slots during the October count process.

Superintendent Signature

Date

CPP Coordinator Signature

Date

District Council Chair Signature

Date



2014 CPP Annual Report and Intent to Continue

While CPP is not a grant program and funding comes to a district based on the October 1 pupil count date or the November 1 early childhood alternate count date, we require an Annual Report and Intent to Continue to document program strengths and innovation as well as areas of growth opportunities. Feedback for this report will be shared with the CPP coordinator, the superintendent, and the district council chair.

Please answer the following questions and return this document via email to Michelle Boyer at boyer_m@cde.state.co.us no later than Friday, April 11, 2014. If you received ECARE allocations, there is a separate section to be completed at the end.

I. District Information

CPP Slot Allocation: CPP FTE:

ECARE Slot Allocation: ECARE FTE:

CPP Coordinator Contact Information (please update if incorrect):

Name:

Title:

Email:

Phone number:

Mailing address:

City, State, ZIP code:

Physical address:

City, State, ZIP code:

Optional Family Contact – this is the staff member who families would contact for CPP information (please update if incorrect).

Name:

Phone number:

Email:



2014 CPP Annual Report and Intent to Continue

II. District Council:

The composition of the membership of each District Council will be representative of the local community and reflect the various roles specified (C.C. R. 22-28-105). Please enter in the council member filling each legislated role below. If none exists for the category and is not applicable due to the size of your community, type n/a.. If you do not have a representative and size of community is not an issue, simply leave the row blank..

Required Membership	Name	Email
Parent 1		
Parent 2		
Business rep 1		
Business rep 2		
Health department		
Social services		
County agency involved in job services and training		
Publicly funded early childhood education agency located in the school district (if applicable)		
Privately funded child care center located in the school district (if applicable)		
Charter school located in district that has a preschool program (if applicable)		



2014 CPP Annual Report and Intent to Continue

Additional Council Members (add rows as needed):

Name	Title

(To add rows, right click on the table. On the menu that appears, click Insert and choose "Insert Rows Above" or "Insert Rows Below")

1. What does your district advisory council do throughout the year? What have been your successes and challenges during this school year (2013-14)?

2. When do you meet? Please note that councils are legislatively required to meet a minimum of six times each school year.

3. Who is your district council chair? How is that role selected?

III. Program Providers

1. School districts are required to announce Requests for Proposals (RFP's) at least once every two years to assess community partnerships. (22-28-105 C.R.S.) Tell about your last RFP process, unless you have no other providers in your community:

a. Other than programs operated in public schools, how many licensed preschools and/or centers are within your school district? _____

☐ This community has no other early childhood providers, so these questions are not applicable.

b. When was the last RFP sent out by your school district to community providers?
Month/Year: _____



2014 CPP Annual Report and Intent to Continue

c. Describe responses to the RFP:

2. Describe the council's process for reviewing and approving RFPs.
3. Did the council approve any new community partners? If so, tell us about them.
4. Did the council change community partner allocations?
 - Please note: In establishing the Colorado Preschool Program the Colorado General Assembly directed the Department to give preference to districts collaborating with public and private child care agencies. (22-28-107 (3) CRS).

IV. Child Eligibility

1. Describe how the CPP eligibility process works from start to finish in your district.

..... How do families find out about screenings?

..... How do you work with Child Find?

..... What is the actual screening process like?

..... How do you decide who receives a CPP position?

2. What is the research-based, standardized screening tool used in evaluating children's eligibility?

☐ Ages and Stages Questionnaire

☐ DIAL-3 (Developmental Indicators for the Assessment of Learning)

☐ First Step

☐ ESI (Early Screening Inventory)

☐ Other, please identify:



2014 CPP Annual Report and Intent to Continue

3. Do you provide a hearing screening to children funded with CPP? ☐ Yes ☐ No

4. Do you provide a vision screening to children funded with CPP? ☐ Yes ☐ No

5. One of the questions CDE is frequently asked to respond to is "What are the risk factors of children being served in CPP?" It would be helpful if CPP could provide to the Legislature the numbers of children who qualified statewide under specific risk factors.

In the table below, children may be recorded in more than one category. For instance, if a child qualifies with three factors, then they will be counted in three different categories.

Legislated Eligibility Factor	Number of Children
The child is eligible to receive free or reduced-cost meals pursuant to the provisions of the Federal "National School Lunch Act."	
Homelessness of the child's family	
An abusive adult residing in the home of the child	
Drug or alcohol abuse in the child's family	
Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child	
The child's parent or guardian has not successfully completed a high school education or its equivalent	
Frequent relocation by the child's family to new residences	
Poor social skills of the child/in need of social emotional development	
Children in need of language development, including but not limited to the ability to speak English	
Children receiving services from the Colorado Department of Human Services as neglected or dependent children (i.e. foster children)	

6. If you use district council selected secondary eligibility factors, please list them and provide your research-based justification as to how they may impact children's future academic success. (Copy and paste the table for each secondary factor.)



2014 CPP Annual Report and Intent to Continue

Secondary Factor:	Number of Children with Factor:
Research-based justification behind implementation:	

VI. Funding and Need

1. In addition to the Colorado Preschool Program, which other funding sources does your district use to support its early childhood education program (check all that are applicable)?

- | | |
|--|---|
| <input type="checkbox"/> Title 1 | <input type="checkbox"/> General fund |
| <input type="checkbox"/> Preschool special education (state PPR) | <input type="checkbox"/> Tuition |
| <input type="checkbox"/> Federal special education funds | <input type="checkbox"/> Head Start |
| <input type="checkbox"/> Private Grants | <input type="checkbox"/> Child care block grant |
| <input type="checkbox"/> ECEA state funds | |

2. Number of preschool children determined eligible for CPP who are not being served due to limited slot allocations (unmet need): _____

Please note that this number is not all children on a waiting list, but only the children served who are eligible for CPP. It can include children coded as 89 on the October count.



2014 CPP Annual Report and Intent to Continue

VII. District Comprehensive Plan Section

What happens in the classroom is only one component of what children, families and programs need to be successful. The Comprehensive Plan addresses five areas that are critical to an early childhood program in achieving immediate, as well as long lasting, success.

These five areas include:

1. The quality of the program
2. Staff development
3. Family involvement
4. Family support services
5. Program evaluation

The district advisory council must address each of these areas and related questions in their comprehensive plan in the following pages. The comprehensive plan should be discussed and updated by the district advisory council each year.

1. Quality of Program

a. Describe the process by which district advisory council members carry out the mandated twice yearly on-site visits to all district and community partner sites serving children funded by CPP.

b. This school year, what needs and/or strengths have been identified from these visits for programs in your district (including community partners) and what recommendations for improvement were made by the district council?

c. Tell us anything else you would like to share about the quality of your program.



2014 CPP Annual Report and Intent to Continue

2. Staff Development

a. Include a summary of classroom teaching staff qualifications and credentials (including community partner staff) for the 2013-2014 school year:

Optional: You may use this table to summarize staff qualifications instead of listing them out in a narrative.

Highest level of education	Total number of staff at this level
Doctoral degree (other)	.
Doctoral Degree (early childhood or related field)	.
Masters degree (early childhood/ECSE)	.
Masters degree (other)	.
Bachelors degree (early childhood/ECSE)	.
Bachelors degree (other)	.
Associate's degree (early childhood)	.
Associates degree (other)	.
Child Development Associate (CDA)	.
Some college coursework	.
High school diploma or G.E.D.	.

b. Describe the professional development activities available for staff serving children funded by CPP (including community partners) in addition to minimum CDHS requirements (first aid and CPR) for the 2013-2014 school year:

c. Tell us anything else you would like to share about staff development for staff serving children funded by CPP.



2014 CPP Annual Report and Intent to Continue

3. Family Involvement

a. Please describe specific ways programs serving children funded by CPP involved families during 2013-2014 school year. Please describe or include your district's family involvement agreement.

b. What does the required kindergarten transition process look like in your district? How does it support your children and families? How could it improve?

c. Tell us anything else you would like to share about family involvement in programs serving children funded by CPP.



2014 CPP Annual Report and Intent to Continue

4. Family Support

a. How does your program support the families and children in your community beyond the preschool experience? List the resources your council recommends to families depending on community need.

b. Are the same supports available to families and children in your community partner sites?

- Explain how this is accomplished.
- If they are not supported, how do you plan to support the families and children in the future?



2014 CPP Annual Report and Intent to Continue

5. Evaluation and Assessment:

- a. What assessment data results and trends have you observed from your analysis of your district's preschool child outcomes data?
- Note: You do not need to include any Teaching Strategies GOLD or other assessment system reports. Please include a summary of the results and a description of any trends you observed.
 - How are you using this analysis to plan for your program?
- b. It is important to know how CPP children fare as they progress through elementary school. We can analyze TCAP/CSAP statewide data without you having to report to us about it. However, we know you may track other data.
- Are there other assessments of child progress that you do for CPP graduates in Kindergarten through third grade?
 - What are the results and how does your district plan around those results?
- c. Tell us anything else you would like to share about evaluation and assessment in your program.
- **Please do not send in or include individual child data.**
 - You may include a summary of a family satisfaction survey if you conduct one. Describe how you used the information from the survey in planning for your preschool program.



2014 CPP Annual Report and Intent to Continue

VI. ECARE Section (if awarded ECARE slots in 2013)

Management of any ECARE positions allocated to the school district falls under the CPP School District Program Advisory Council. Please report the council's findings for the year.

1. Summarize the overall impact of the implementation of ECARE in the preschool classroom(s) during the 2013-14 school year (if applicable).

2. Summarize the overall impact of the implementation of ECARE in the kindergarten classroom(s) during the 2013-14 school year (if applicable).

3. As a result of the described impacts, do you plan any changes in ECARE slot allocations to meet the anticipated needs of children in 2014-15?

Please note: In establishing the Colorado Preschool Program the Colorado General Assembly has placed a great deal of value on using existing community early childhood programs whenever possible to serve Colorado Preschool Program children. The district is reminded that slots cannot be removed from community sites unless there is a concern with the quality of the program being provided.

ECARE position plans for 2014/15 (not to exceed the base allocation for 2013-2014):

_____ Number of ECARE .5 FTE child positions to serve half-day preschoolers in 2014/2015

_____ Number of ECARE .5 FTE child positions to serve full-day preschoolers in 2014/2015

..... (Note: 1 full-day preschool position = 2 ECARE .5 FTE positions)

_____ Number of .5 ECARE FTE positions to serve full day kindergarteners in 2014/2015

Thank you for your time and input. Please submit your finished report to Michelle Boyer at boyer_m@cde.state.co.us



Teaching Strategies GOLD[®] Overview

Teaching Strategies GOLD[®] measures children's knowledge, skills, and behaviors in 10 areas of development and learning:

- Social–emotional (emotional and behavioral self-regulation, positive relationships with peers and adults, and cooperative and constructive participation in group situations)
- Physical (traveling, balancing, and gross-motor manipulative skills, and fine-motor strength and coordination)
- Language (receptive, expressive, and conversational skills)
- Cognitive (positive approaches toward learning, remembering and connecting experiences, classification skills, and the use of symbols and images)
- Literacy (phonological awareness, knowledge of the alphabet, knowledge of print, comprehension of texts, and emergent writing skills)
- Mathematics (number concepts and operations, spatial relationships and shapes, comparison and measurement, and knowledge of patterns)
- Science and technology (scientific inquiry skills; knowledge of the characteristics of living things, the physical properties of objects and materials, and the Earth's environment; and use of tools and other technology)
- Social studies (knowledge about self, people and how they live, change related to familiar people or places, and simple geography)
- The arts (the visual arts, musical concepts and expression, dance and movement, and drama)
- English language acquisition (progress in listening to, understanding, and speaking English, and a “Home Language Survey” that helps teachers determine whether to use those items)

Teaching Strategies GOLD[®] follows the principles and guidelines of the National Research Council and the National Association for the Education of Young Children with regard to the assessment of young children.

1. *Teaching Strategies GOLD*[®] was developed for specific purposes.

The purposes of *Teaching Strategies GOLD*[®] are to help educators

- observe and document children's development and learning at particular points of time and over time;
- measure progress toward kindergarten readiness, development and learning at kindergarten entry, and progress throughout the kindergarten year;
- support, guide, and inform planning and individualized instruction;
- identify children who might benefit from special help, screening, or further evaluation;
- communicate with family members and other stakeholders;
- collect child outcome information as one part of a larger accountability system; and
- provide reports to help inform policy decisions.

Teachers use the various features of *Teaching Strategies GOLD*[®] to carry out assessment tasks efficiently at each of four steps of an assessment cycle:

1. observing and collecting facts about what each child says and does;
2. analyzing the documentation in terms of the curricular objectives and responding to each child on the basis of that information;
3. evaluating each child's knowledge, skills, and behaviors; and
4. summarizing what is known about each child, using the information to plan, and communicating the information to the child's family and other stakeholders as appropriate.

Teaching Strategies GOLD[®] supports teachers as they collect information to answer these questions about each child:

- What does this child know, and what is he or she able to do?
- How does this relate to the objectives for development and learning? How can I scaffold this child's learning?
- Is this child making progress? How do this child's skills and behaviors compare with kindergarten expectations?
- How can I summarize what I know about this child, use it to plan, and communicate it to others?

2. *Teaching Strategies GOLD*[®] is a comprehensive, authentic observational assessment system based on current child development research and the growing consensus about what children should know and be able to do at various ages and in various grades. It measures children's knowledge, skills, and behaviors in ten areas of development and learning, capturing developmentally and educationally significant information that aligns closely with state early learning guidelines, *The Head Start Child Development and Early Learning Framework*, the *Common Core State Standards*, and the Office of Special Education Program outcomes.

Teaching Strategies GOLD[®] measures children's development and learning in 10 areas, which are listed above. Item statistics are presented in two editions of the *Technical Manual for the Teaching Strategies GOLD*[®] Assessment System (2011, 2013). *Teaching Strategies GOLD*[®] accounts for the fact that children's progress in these areas is both independent and highly interrelated and that there is significant variation in the rate and pace of progress in different domains and among individuals. It recognizes the context of children's early learning and development, including differences in children's cultural and family backgrounds, linguistic diversity, and special learning needs. In accordance with the position of NAEYC and NAECS/SDE (2003)¹ that assessment be "tied to children's daily activities," teachers collect information from multiple sources and throughout the school day during activities that maintain children's comfort with the assessment situation. Evidence is gathered over time in realistic school and home settings

¹ National Association for the Education of Young Children, & National Association of Early Childhood Specialists in State Departments of Education. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8. A joint position statement*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/pscpe.pdf>

and in situations that reflect children's actual performance. *Teaching Strategies GOLD*[®] also recognizes that children start the kindergarten year at different ages and with different levels of knowledge and skills even when they are following typical developmental patterns.

3. *Teaching Strategies GOLD*[®] meets professional criteria for quality. The system has been tested extensively, and psychometric analysis was—and continues to be—conducted by independent experts. Their studies have established that *Teaching Strategies GOLD*[®] is highly valid and reliable for children from diverse cultures, languages, and socioeconomic backgrounds. It can be used to assess all children, including children with disabilities, children who are developing typically, and children who demonstrate competencies that exceed widely held developmental expectations.
4. *Teaching Strategies GOLD*[®] is appropriate for use with all children. It can be used to assess the knowledge, skills, and behaviors of all children, including children with disabilities, children who are developing typically, and children who demonstrate competencies that exceed widely held developmental expectations. Teachers use the same process and rating scale for all children. The scale, which describes developmental milestones from birth through kindergarten, enables users to focus on each child's strengths rather than on what the child cannot yet do. With accurate assessment information, teachers can identify supportive strategies and individualize instruction.

Using *Teaching Strategies GOLD*[®] to assess children with disabilities provides significant benefits for a number of reasons:

- It meets the important indicators for appropriate assessment as recommended by the Division for Early Childhood (DEC) of the Council for Exceptional Children and the National Association for the Education of Young Children. It is used for specified purposes, is authentic, and has good psychometric qualities.
- It is comprehensive. Information is gathered across all areas of development and learning.
- It involves families in the assessment process.
- It identifies the child's skills and abilities and minimizes the impact of the disability on the results.
- It accounts for the fact that children demonstrate their competencies in various ways and emphasizes what the child can do. Incremental rates of progress are documented within a broad range of development and learning tasks, and teachers can anticipate children's likely next steps.
- It is a strengths-based tool. Children's knowledge, skills, and behaviors are rated on a scale that describes emerging competencies as well as mastery. It provides an ongoing record of what a child can do at every checkpoint.

When using *Teaching Strategies GOLD*[®], the teacher considers the idea captured by each objective as it applies to individual children. The teacher observes how each child progresses toward meeting the objective while using individualized modification, assistive devices, or adult support as necessary to participate in learning activities. *Teaching Strategies GOLD*[®] uses universal language that reflects an understanding that

children show what they know and can do... in various ways. The rating scale accounts for the many emergent skills that precede mastery, so teachers can document increments of developmental progress.

As mentioned above, CEME researchers used differential item analysis to determine whether any *Teaching Strategies GOLD*® items operate differently for children with disabilities. Three age-groups (3-, 4-, and 5-year olds) were selected for the study. Data were analyzed according to each child's disability status. There is strong evidence that the items in *Teaching Strategies GOLD*® operate in the same way for groups of children of differing disability status, which means that the assessment instrument is valid and reliable for children with special needs.

Teaching Strategies GOLD® can also be used to assess children who are English-language or dual-language learners. Two objectives are related to English language acquisition. *Teaching Strategies GOLD*® includes a "Home Language Survey" to help teachers gather information about the languages children hear and speak at home and at school. However, data gathered with this "Home Language Survey" are not used to label children or identify them for special services. They are used to help the teacher determine how to assess children most accurately and support their development and learning. With regard to all of the objectives other than those for English language and literacy, teachers are advised to assess children's development and learning by documenting their knowledge, skills, and behaviors when they respond in their preferred languages (the languages they choose at particular times to show what they know and can do).

Teaching Strategies GOLD® tools for documenting and evaluating children's development and learning are available in both English and Spanish, and teachers may use language and literacy items in both languages. The language and literacy objectives are usually measured from an English-language perspective. For children whose home language is Spanish, a Spanish-language version of these objectives is presented to help teachers track language and literacy development in Spanish. These objectives are very similar to the English version of the language and literacy objectives, but adaptations were made to reflect patterns of development unique to Spanish language and literacy. Teachers and administrators can generate learning activities and the "Development and Learning Report" in English or Spanish.

5. *Teaching Strategies GOLD*® is used within a coherent system of services.

- It aligns with early childhood education standards and appropriate curriculum frameworks, early childhood educator preparation standards and ongoing professional development support, and family partnership initiatives. Data about individuals enables teachers to target instruction and support to promote each child's development and learning. Aggregated data provide a wide portrait of the skills that children have as they enter kindergarten, and that portrait can inform curriculum and resource-allocation decisions.
- It is available to teachers in more than one format, including a fully Web-based system with many layers of embedded support and extensive reporting features.

- It can be administered by teachers with varying levels of expertise.
 - It involves families in the data collection process and facilitates their understanding of assessment results.
 - It is designed to provide information for administrators as well as teachers and families. Stakeholders can be informed about how they will learn about assessment results and ensuing actions.
6. Colorado devotes considerable resources to ensuring that *Teaching Strategies GOLD*[®] is administered properly, that interpretation of the results is valid and accurate, and that educators understand how to use assessment results to plan instruction and other services for individual children. Implementation of *Teaching Strategies GOLD*[®] is supported by in-person and Web-based training; embedded professional development and ongoing implementation support; live and archived webinars; video tutorials; a “sandbox” feature for practice in analyzing documentation and making accurate evaluations; an interrater reliability certification process; an online learning community; and call center guidance to ensure that meaningful data are collected, interpreted, and used appropriately and effectively.
- *Teaching Strategies GOLD*[®] identifies what children should know and be able to do at various ages and in various grades, including at kindergarten entry. It explains both what is being measured and why. In addition to tools for collecting, organizing, storing, reviewing, evaluating, and reporting data, the system offers a wealth of information to help teachers continue to deepen their understanding of child development. The *Teaching Strategies GOLD*[®] progressions of development and learning help teachers fully understand each child’s current levels of development and likely next steps. That knowledge informs instructional decisions.
 - Initial training prepares teachers to use *Teaching Strategies GOLD*[®] throughout a four-step assessment cycle of 1) documenting evidence of children’s development and learning; 2) analyzing that documentation to understand how it relates to the objectives for development and learning; 3) evaluating the levels of children’s knowledge, skills, and behaviors as they relate to the various objectives; and 4) summarizing and communicating results and using the data to improve instruction and programming.
 - Initial orientation also provides teachers and administrators with the basic information they need to begin navigating *Teaching Strategies GOLD*[®] online immediately. Implementation is also supported by free, self-paced online training modules; a *Quick-Start Guide*; help articles; embedded tips; video tutorials, and live and archived webinars. Free support is also delivered by phone and e-mail.
 - To promote reliable administration of the tool, Teaching Strategies also offers an online process that leads to interrater reliability certification. Each teacher evaluates a variety of student portfolios that have been rated by Teaching Strategies master raters. Upon reaching 80 percent reliability in each area of development and learning, the teacher is given reliability certification. Administrators can track each teacher’s

progress as he or she undertakes certification. They can also generate reports that indicate the areas in which teachers might be struggling, providing valuable information to guide professional development. Administrators can audit teachers' assessments, and supervisors can spot check to see whether teachers have collected documentation to support their ratings.

- The content of *Teaching Strategies GOLD® Objectives for Development & Learning* is an embedded reference volume that explains each area and objective. It presents related research and progression(s) of development and learning for each objective, expectations for each age or class/grade, and examples of strategies that promote learning. It also explains the assessment cycle and the *Teaching Strategies GOLD®* rating scale.
- *Teaching Strategies GOLD®* enables teachers, and administrators to examine information about the skills, knowledge, and behaviors of individual students, and to combine data at the classroom, school, school district, and state levels. *Teaching Strategies GOLD®* online reports present data in accessible, visually appealing ways that provide a deeper understanding of children's development and learning in comparison with their peers and widely held expectations for each grade.

Colorado's Competencies for Early Childhood Educators and Administrators

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Competencies for Early Childhood Educators and Administrators: An Overview

History of the Competencies for Early Childhood Educators and Administrators

Colorado's Early Childhood Leadership Commission adopted Colorado's Early Learning Professional Development System Plan created through the Lieutenant Governor's Office with support from the Early Childhood Professional Development Advisory Group. A key priority within the plan was to develop a framework of performance-based competencies for early childhood educators and administrators. A Request for Proposals was announced, and Oldham Innovative Research was awarded the contract to work collaboratively with the Professional Development Advisory Group's Competencies Sub-Committee. The ECLC's Program Quality, Coordination and Alignment Committee oversaw the process. Through many iterations of gaining feedback from both state and national experts, this framework outlines what early childhood educators and administrators need to know and do in order to provide quality care and education for Colorado's youngest citizens.

Why are the Competencies for Early Childhood Educators and Administrators important?

- ❶ Competencies provide clear descriptions of what early childhood educators and administrators need to know and be able to do to provide quality care and education.
- ❷ Competencies are an essential part of a comprehensive professional development system.
- ❸ Competencies recognize the importance of diversity in early childhood settings, which include culture, linguistics, and ability.
- ❹ Competencies support professionalism in early childhood education by serving as the foundation for practices carried out by early childhood educators in all early childhood settings.

How can the Competencies for Early Childhood Educators and Administrators be used?

The Competencies for Early Childhood Educators and Administrators are designed to be used in a variety of ways depending on the setting. Ultimately, the competencies are meant to clearly outline and communicate the specialized knowledge and skills early childhood educators need in order to provide high-quality education and care that is focused on children birth through age eight. Table 1 illustrates ways in which the core competencies can be utilized by those working in the early childhood profession.

Table 1: Utilization of Competencies

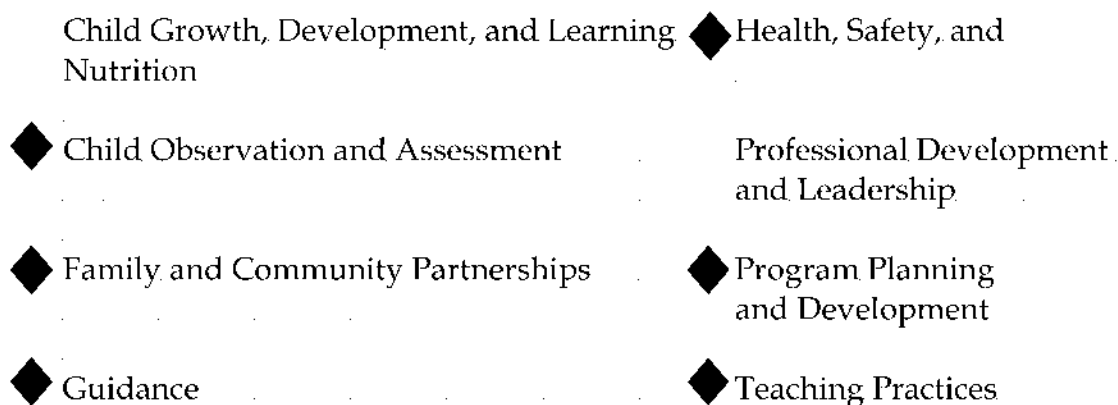
Early Childhood Educators	<ul style="list-style-type: none"> • Plan for individualized professional development • Increase understanding of different levels of competence in the field of early childhood education • Promote self-assessment and self-reflection of knowledge and skills in the domain areas • Support portfolio development
Administrators	<ul style="list-style-type: none"> • Guide to help early childhood educators in their professional development plan • Support for development of personnel evaluation systems • Support for reflective supervision • Plan program professional development, technical assistance and/or mentoring/coaching • Guide staff recruitment and retention • Build leadership • Develop a career ladder within an early childhood organization • Provide opportunities for continuous quality improvement
Early Childhood Mentors and Coaches	<ul style="list-style-type: none"> • Create supports and resources in the competency domain areas • Promote discussions which lead to practices in self-reflection • Provide targeted support and modeling
Developers and Providers of Training	<ul style="list-style-type: none"> • Provide the foundation to guide learning goals and objectives • Create professional development opportunities that provide for meaningful articulation into other systems • Guide quality assurance specific to professional development • Organize professional development opportunities (i.e., professional development calendars, workshops at conferences)
Higher Education	<ul style="list-style-type: none"> • Support the foundation to create and align coursework, child care licensing requirements, and teacher licensure requirements • Guide the development of articulation and/or transfer agreements between institutions

	<ul style="list-style-type: none"> • Foster dialog between students and advisors .
State and Local Agencies	<ul style="list-style-type: none"> • Guide the development of policies related to teacher licensure, Colorado's Quality Rating and Improvement System, articulation to higher education, professional development and supports for educators working in a variety of settings including public schools • Support program licensing credentials for early childhood educators • Support identification of specializations that could benefit from a deeper understanding of early childhood competencies • Create inventory of institutions that provide early childhood education professional development opportunities • Align standards in specializations that serve children and families birth through age eight
Early Childhood Advocates	<ul style="list-style-type: none"> • Increase awareness of early childhood education • Communicate knowledge and skills that early childhood educators should have in the profession • Identify supports needed for early childhood educators • Support sustainability and funding for early childhood programs • Create connections between economic impacts of early childhood (families back to work, employment of Early Childhood Educators)
Families	<ul style="list-style-type: none"> • Assist in the identification of early childhood program quality • Increase understanding of the early childhood profession • Advocate for their children and family needs • Increase understanding of the importance of what it means to have competent and credentialed staff • Act as a resource for Child Care Resources and Referral staff to use when families inquire about child care

What are the content areas of Colorado's Competencies for Early Childhood Educators and Administrators?

The content areas, otherwise known as *domains*, describe knowledge and skills that early childhood educators need in order to work effectively with children birth through age eight and their families. In order to increase knowledge and skills, early childhood educators are expected to participate in quality continuing education opportunities (e.g., college classes, community-based state-approved training, etc.). Embedded throughout the domains, when appropriate, are competencies specific to cultural competence as well as the inclusion of all children. Competencies that are specific to infants and toddlers have been indicated with an asterisk (*).

The domains included within Colorado's Competencies for Early Childhood Educators and Administrators are:



What are the levels of competence?

Colorado's Competencies for Early Childhood Educators and Administrators are built on a framework of four levels. They begin with the basic knowledge and skills needed to enter the field and progress to advanced levels of academic preparation with a wide range of experiences. The four levels are cumulative, meaning that early childhood educators at the top level have the skills and knowledge to meet all the competencies in the lower levels. Early childhood educators progress through the levels by furthering education, participating in training opportunities, getting involved in mentoring/coaching, and utilizing reflective practices. Skills and knowledge may present at varying levels depending on the competency domain and the professional's role, work setting, and experience.

The levels are best described as:

- **Level 1:** Demonstrates basic skills and knowledge to support quality early childhood care and education.

- **Level 2:** Demonstrates the skills and knowledge at the previous level plus:
Applies skills and knowledge to implement effective early childhood environments and experiences for young children.
- **Level 3:** Demonstrates the skills and knowledge at previous levels plus:
Designs, plans, and analyzes policies, procedures, and practices that are optimal for young children.
- **Level 4:** Demonstrates the skills and knowledge at previous levels plus:
Advances the field of early childhood education through advocacy, leadership, teaching, coaching, and mentoring.

Rationale: Understanding a child's growth, development, and learning is paramount in providing experiences that foster the predictable steps and sequences of development. Knowing how children grow, develop, and learn allows early childhood educators to develop, guide, and monitor learning experiences that address all domains of child development. Developmentally appropriate learning experiences consider a child's developmental abilities, temperament, language and cultural background, needs, and learning styles while recognizing factors such as family characteristics and community influences. Fully understanding the importance of child growth, development, and learning means all children are valued individually and inclusivity is respected.

Categories	Level 1	Level 2	Level 3	Level 4
<i>Knowledge of Developmental Domains, Changes and Milestones</i>	Child Growth, Development, and Learning (CGDL) 1.1. Identifies and gives examples of the different developmental domains including cognitive, physical, language, social/emotional, and creative.	CGDL 1.2. Prepares environments and implements the planned experiences addressing the needs of individual children across the developmental domains and across the ages that will be included in those environments.	CGDL 1.3. Examines, integrates and analyzes current theory, policies, and research on the domains of child growth and development and their interconnectedness and applies this information to meet the individual needs of children.	CGDL 1.4. Generates or builds systems and strategies to assist early childhood educators in increasing their understanding of the interconnectedness of developmental domains and milestones especially in terms of application to individual children.
	CGDL 2.1 Explains major theories and theorists of child growth	CGDL 2.2. Applies theories of child growth and development to	CGDL 2.3. Selects or recommends the practices, policies, and	CGDL 2.4. Supports early childhood professionals through targeted professional

	and development.	establish appropriate developmental goals for children.	decisions affecting children and their families based on current developmental theory and research.	development in planning for instruction based on current developmental research.
	CGDL 3.1. Describes typical development of children and identifies materials that support varied developmental levels.	CGDL 3.2. Applies current research and theory of developing children to ensure the program meets the needs of children and families.	CGDL 3.3. Determines materials to support community partners to identify possible developmental delays of children.	CGDL 3.4. Generates or builds systems to ensure that referral systems and resources are effective in meeting the individual needs of all children and families.
	CGDL 4.1. Describes current research on the importance of early experiences in the development of the whole child, with particular emphasis on brain development.	CGDL 4.2. Utilizes knowledge of the current research and pedagogy (e.g., early brain development, continuity of care) to implement strategies that support environments, interactions, relationship-building, and experiences which foster positive brain development and emotional competence.	CGDL 4.3. Compiles and analyzes current research and resources including best practices and developing trends in education and society, including the implications for supporting children's brain development.	CGDL 4.4. Provides and advocates for environments and experiences that promote early brain development.
<i>Individual Needs and Differences</i>	CGDL 5.1. Describes the individuality of child growth and	CGDL 5.2. Implements classroom experiences that support each child's	CGDL 5.3. Plans, implements, and monitors the program	CGDL 5.4. Builds systems and programs that are reflective of individual, family and

	development including genetic, environmental, linguistic, and cultural influences.	strengths, needs, and multiple influences.	to address each child's strengths and needs.	community factors.
	CGDL 6.1.Implements accommodations, modifications, and/or adaptations as requested by families, for children with unique, diverse needs (e.g., linguistic, cultural, developmental).	CGDL 6.2. Applies, in collaboration with families, learning experiences for children's individual needs by providing materials and activities that affirm and respect diversity.	CGDL 6.3. Recommends strategies for gathering information from families about diverse practices and applies the information to practice, designing environments to help support the participation of families in the program.	CGDL 6.4 Builds systems and strategies reflective of current research and practices and based on emerging/changing needs of children and families.
	CGDL 7.1. Describes risk and protective factors and how they affect child development and learning.	CGDL 7.2. Identifies risk and protective factors for each child and refers children experiencing potentially harmful levels of stress to appropriate support.	CGDL 7.3. Researches and analyzes strategies on appropriate guidance/supports for children who are experience multiple stress factors and creates policies and procedures that support these strategies.	CGDL 7.4. Articulates, evaluates, and provides professional development on risk and protective factors and their role in child development and learning.

<i>Special Needs</i>	CGDL 8.1. Describes concept and rationale behind inclusive education.. Considers the unique abilities of all children and the benefits of children's full participation in activities and daily routines.	CGDL 8.2. Applies knowledge and understanding of the elements of inclusion in order to create an environment where all children are individually valued and individual goals or outcomes are incorporated into daily activities, routines, and curriculum planning.	CGDL 8.3. Analyzes, implements, and monitors program policies, procedures, and practices that create a sense of belonging and support full participation by children with special needs.	CGDL 8.4. Designs professional development according to current research and best practices related to promoting the full participation of, and sense of community and belonging for, children with special needs..
	CGDL 9.1. Describes legal requirements for children with special needs (including requirements under the Individuals with Disabilities Education Act and Section 504).	CGDL 9.2. Applies knowledge about individual children with special needs to participate in planning accommodations and adaptations which ensure that they are included and are able to access learning environments and experiences.	CGDL 9.3. Analyzes, plans, implements, and monitors adapted learning environments and experiences to ensure that children with special needs can fully participate in all learning experiences.	CGDL 9.4. Designs professional development using evidence-based practices for inclusion in implementing adaptations and changes as defined by a child's individual learning plan.
	CGDL 10.1. Discusses concerns regarding a child's development, behavior, or participation in learning experiences with supervisor.	CGDL 10.2. Participates in the multi-disciplinary team to develop, plan for, and integrate strategies to meet outcomes/ goals from appropriate individual child's plans.	CGDL 10.3. Analyzes and plans assistive technology, resources, and services at the program level for children with special needs in collaboration with other professionals and	CGDL 10.4. Advocates for children's and families' rights; promotes inclusive environments to welcome all children in early childhood settings.

			family members to support the growth, development, and learning of children with special needs.	
<i>Fostering Healthy Attachment and Relationships</i>	CGDL 11.1. Describes how attachment relates to the growth, development, and learning of young children and builds positive relationships with children in their care. Demonstrates an understanding of how attachment varies across different cultural contexts.	CGDL 11.2 Applies knowledge of healthy attachment theory and its cultural variations to support child growth, development, learning, and healthy relationships with adults and peers (i.e., separations, changes in staffing patterns, having staff who speak the child's home language, continuity of care, care giving routines, changes in classrooms or educational settings).	CGDL 11.3. Analyzes, implements, and monitors continuity of care practices within the program as well as the early childhood profession to ensure that relationships between the child and early childhood professional are supported through consistency. Strives to match children with culturally and linguistically similar staff.	CGDL 11.4. Synthesizes and provides guidance on research and scientific findings to inform early childhood educators about the importance of early healthy attachments and relationships.

Appendix A. Alignment with other Colorado Initiatives

Competencies for Early Childhood Educators and Administrators	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado's Infant Mental Health Endorsement Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
CGD: Knowledge of Developmental Domains, Stages, and Milestones	3.1. Knowledge of Developmental Science	Child Development: Terms, Definitions, and Principles Child Development: Theories and Influences	Theoretical Foundations	Learning Environment: Curriculum Equipment and Materials	ECE 101 (b)(c) ECE 102 (a) ECE 111 (a)(e) ECE 220 (c)(d)(g)(h) ECE 238 (a)(c)(d)(e)(f) ECE 240 (d) ECE 241 (a)(d) ECE 260 (a)	Cognitive Development Language and Literacy Development Emotional Development Social Development Physical Development and Health

Competencies for Early Childhood Educators and Administrators	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado's Infant Mental Health Endorsement Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
CGDL: How Children Learn and Approaches to Learning	3.1. Knowledge of Developmental Science	Child Development Terms, Definitions, and Principles	Theoretical Foundations	Learning Environment: Curriculum	ECE 101 (e) ECE 102 (c) ECE 111 (a)(e) ECE 220 (d)(e)(f) ECE 240 (d) ECE 241 (a)(d)	Approaches to Learning

Competencies for Early Childhood Educators and Administrators	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado's Infant Mental Health Endorsement Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
CGDL: Individual Needs and Differences	1.1. Alignment with Academic Standards and Individual Needs 2.2. Value Students as Individuals 2.3. Teaching Adaptations to Benefit All Students 3.1. Knowledge of Developmental Science 3.3. Instructional Methods	Responsive Child- Focused Supports and Practices: Understanding and Exploring Social-emotional Behavior.	Theoretical Foundations	Learning Environment: Curriculum	ECE 101 (e)(g) ECE 102 (c) ECE 103 (c) ECE 111. (a)(e)(g)(l) ECE 220 (c)(d)(e). ECE 238 (b)(d). ECE 240 (d) ECE 241 (a) ECE 260 (a)	Cognitive Development Language and Literacy Development Emotional Development Social Development Physical Development and Health

Competencies for Early Childhood Educators and Administrators	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado's Infant Mental Health Endorsement Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
CGDL: Identified Special Needs	2.3. Teaching Adaptations to Benefit All Students			Learning Environment: Curriculum	ECE 101 (g) ECE 102 (f) ECE 103 (h) ECE 111 (h)(l) ECE 220 (e) ECE 238 (f) ECE 240 (d) ECE 260 (b)(c)(d)	Cognitive Development Language and Literacy Development Emotional Development Social Development Physical Development and Health
CGDL: Fostering Healthy Attachments and Relationships		Risk and Resilience: Nurturing Protective Factors and Building Resilience	Direct Service Skills	Child Health Promotion: Social- Emotional Health		Emotional Development Social Development

Competencies for Early Childhood Educators and Administrators	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado's Infant Mental Health Endorsement Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
HSN: Knowledge of Regulations				Child Health Promotion: Health and Safety Reviews	ECE 101 (d) ECE 111 (d) ECE 205 (c)(d)(f) ECE 240 (a)(d)	Physical Development and Health
HSN: Health			Direct Service Skills	Child Health Promotion: Health	ECE 111 (d)(f) ECE205 (a)(c)(d)(e)(h) (j)(l) ECE 240 (a)(d)	Physical Development and Health
HSN: Safety			Direct Service Skills	Child Health Promotion: Health and Safety Reviews	ECE 205(c)(d)(e)(g)(h) ECE 240(a)(d)	Physical Development and Health

Competencies for Early Childhood Educators and Administrators	Colorado Effective Educator Standards	Social and Emotional Interdisciplinary Competencies	Colorado's Infant Mental Health Endorsement Competencies	QRIS Standards and Indicators	Colorado Community College Courses	Colorado Early Learning and Development Guidelines
HSN: Nutrition				Child Health: Nutrition	ECE 111 (d) ECE 205 (a)(b)(c)(h)(l) ECE 240 (a)(d). ECE 241 (a)	Physical Development and Health

Appendix D. Competencies Nomenclature: A Guide to Each Competency Element

COMPETENCY DOMAINS

The Competencies are divided up into eight content areas or COMPETENCY DOMAINS. Child Growth, Development, and Learning; Child Observation and Assessment; Family and Community Partnerships; Guidance; Health, Safety, and Nutrition; Professional Development and Leadership; Program Planning and Development; Teaching Practices are the COMPETENCY DOMAINS.

CORE COMPETENCY DOMAIN: Child Observation and Assessment

COMPETENCY RATIONALE

Each COMPETENCY DOMAIN begins with a section that explains why the competencies in this domain are important.

Rationale: Understanding a child's growth, development, and learning is paramount in providing experiences that foster the predictable steps and sequences of development. Knowing how children grow, develop and learn allows early childhood educators to develop, guide, and monitor learning experiences that consider all domains of child development. Developmentally appropriate learning experiences consider a child's developmental abilities, temperament, needs, and learning styles while recognizing factors that affect the rate and style of development like environmental influences (e.g., relationships with adults and peers, economic stability, health, disabilities, opportunities for play and learning, developmental variations and learning styles, technology, and media/ family /community characteristics). Fully understanding the importance of child growth, development, and learning means that all children are valued individually and inclusivity is honored.

COMPETENCY LEVELS

The Competency Framework progresses according to degree of mastery. Level 1, Level 2, Level 3 and Level 4 are the COMPETENCY LEVELS.

Categories	Level 1:	Level 2	Level 3	Level 4
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COMPETENCY CATEGORY

The major areas under each competency domain are COMPETENCY CATEGORIES.

Categories	Level 1	Level 2	Level 3	Level 4
<i>Philosophy, Ethics and Codes of Conduct</i>	PDL 1.1. Support and implement program philosophy and begin to formulate own philosophy of education.	PDL 1.2. Describe a personal philosophy of early childhood professional practice informed by theory and research.	PDL 1.3. Model for and support others as they formulate and articulate a philosophy of early childhood professional practice.	PDL 1.4. Provide professional development to develop and articulate a philosophy of early childhood professional practice.

COMPETENCY GROUP

All four competencies in one row are a COMPETENCY GROUP.

Categories	Level 1	Level 2	Level 3	Level 4
<i>Philosophy, Ethics and Codes of Conduct</i>	PDL 1.1. Support and implement program philosophy and begin to formulate own philosophy of education.	PDL 1.2. Describe a personal philosophy of early childhood professional practice informed by theory and	PDL 1.3. Model for and support others as they formulate and articulate a philosophy of early childhood professional	PDL 1.4. Provide professional development to develop and articulate a philosophy of early childhood professional

Version 1.0

		research.	practice.	practice.
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COMPETENCY NUMBER

Each competency has a unique number called the COMPETENCY NUMBER.

Categories	Level 1	Level 2	Level 3	Level 4
<i>Philosophy, Ethics and Codes of Conduct</i>	PDL 1.1. Support and implement program philosophy and begin to formulate own philosophy of education.	PDL 1.2. Describe a personal philosophy of early childhood professional practice informed by theory and research.	PDL 1.3. Model for and support others as they formulate and articulate a philosophy of early childhood professional practice.	PDL 1.4. Provide professional development to develop and articulate a philosophy of early childhood professional practice.

COMPETENCY

Each box contains an individual COMPETENCY.

Categories	Level 1	Level 2	Level 3	Level 4
<i>Philosophy, Ethics and Codes of Conduct</i>	PDL 1.1. Support and implement program philosophy and begin to formulate	PDL 1.2. Describe a personal philosophy of early childhood	PDL 1.3. Model for and support others as they formulate and articulate a	PDL 1.4. Provide professional development to develop and articulate a

Version 1.0

APPENDIX 9

	own philosophy of education.	professional practice informed by theory and research..	philosophy of early childhood professional practice.	philosophy of early childhood professional practice.
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B. Curriculum

APPENDIX 10

GOAL : *The curriculum encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their own interests in the context of life in the community and the world.*

RATIONALE: *The curriculum is not just the goals of the program and the planned activities but also the daily schedule, the availability and use of materials, transitions between activities, and the way in which routine tasks of living are implemented. Criteria for curriculum implementation reflect environment and concrete experiences that contribute to concept development.*

B-1. The program has a written statement of its philosophy and goals.

EVALUATION**STATUS****NEED**Needs
Improvement

Satisfactory

Strength

Goal for the
Year

Emerging

In Place

Technical
Assistance

Resource

Notes/Comments:

B-1a. - The program has a long range, written curriculum plan that reflects the program's philosophy and goals for children.

EVALUATION**STATUS****NEED**Needs
Improvement

Satisfactory

Strength

Goal for the
Year

Emerging

In Place

Technical
Assistance

Resource

Notes/Comments:

B-1b. All aspects of the curriculum are responsive to family, community, cultural, and personal diversity.

EVALUATION**STATUS****NEED**Needs
Improvement

Satisfactory

Strength

Goal for the
Year

Emerging

In Place

Technical
Assistance

Resource

Notes/Comments:

B-1c. Curriculum is a team responsibility.

EVALUATION**STATUS****NEED**Needs
Improvement

Satisfactory

Strength

Goal for the
Year

Emerging

In Place

Technical
Assistance

Resource

Notes/Comments:

B-2. - Staff and families plan learning activities for children based on assessment of individual needs and interests.	EVALUATION			APPENDIX 10 Goal for the Year	STATUS		NEED		
	Needs Improvement	Satisfactory	Strength		Emerging	In Place	Technical Assistance	Resource	
* A variety of assessment data is gathered, e.g., classroom observation, child's progress, parental input, staff's summary of child's developmental level.									
* Each child has an individualized learning plan developed by a collaborative team which includes teaching staff, family members, specialists, and/or others requested by the family or program.									
* The individualized learning plan addresses priorities applicable to the child's total day across settings, such as home, neighborhood school, community preschool, child care center or other community setting.									
* A program-specific individualized learning plan is completed for each child in the program.									
Notes/Comments:									
B-3. - When necessary, modifications are made in the environment, schedule, and activities to meet a child's special needs.	EVALUATION			Goal for the Year	STATUS		NEED		
	Needs Improvement	Satisfactory	Strength		Emerging	In Place	Technical Assistance	Resource	
* Families are provided an array of options for services and supports.									
Notes/Comments:									
B-4. The program has a daily written schedule.	EVALUATION			Goal for the Year	STATUS		NEED		
	Needs Improvement	Satisfactory	Strength		Emerging	In Place	Technical Assistance	Resource	
Notes/Comments:									



COLORADO DEPARTMENT *of* EDUCATION

Colorado Preschool Program Legislative Report

2014

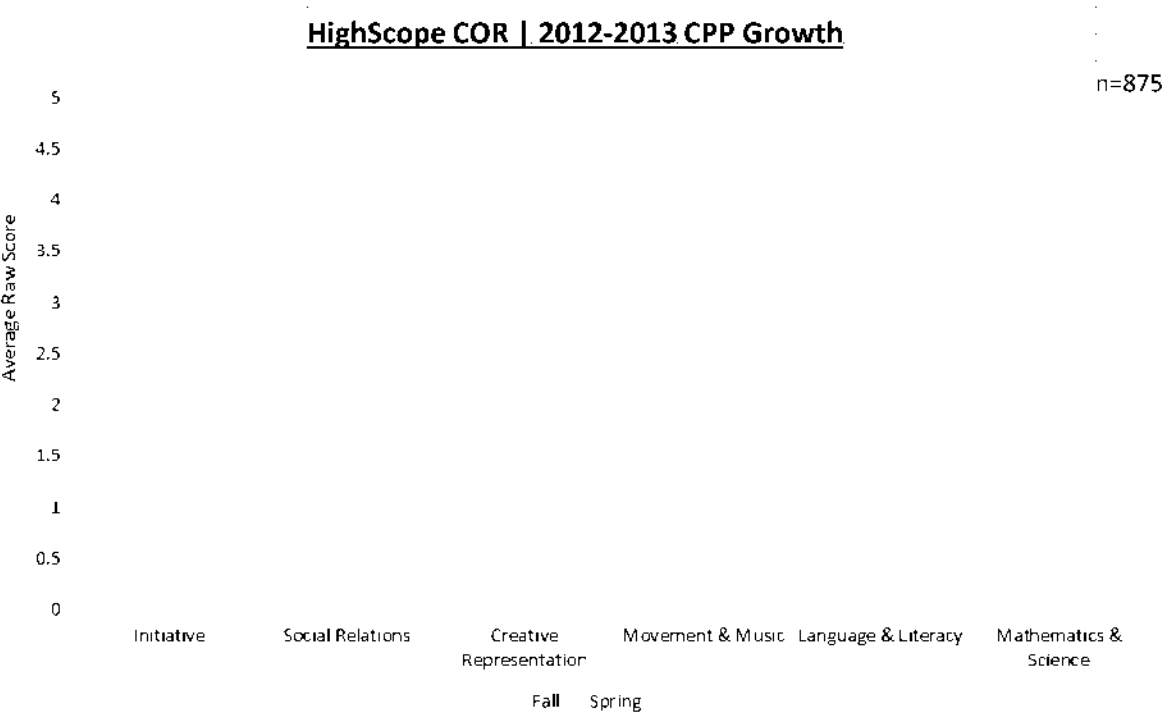
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Colorado Preschool Program—*Measuring Growth in the Preschool Years*

All programs utilize an assessment system, either the HighScope Child Observation Record (COR) or *Teaching Strategies GOLD®*. Figure 5 uses HighScope COR information to illustrate the significant progress children made in the course of one year. Children exhibit strong developmental progress, on average more than one full point in each domain measured by the HighScope COR scale. Note: The scale for HighScope COR goes from zero to five.

Figure 5



Colorado Preschool Program—Measuring Growth in the Preschool Years

Many programs serving children in the Colorado Preschool Program use an assessment system called *Teaching Strategies GOLD*®. During the school year, teachers use *Teaching Strategies GOLD*® to make three ratings that measure children's progress. Like those from the HighScope COR, these results can also be used to illustrate the significant growth made by children in the course of one year.

Figure 6 uses scale scores to illustrate child progress in the year before kindergarten. Scale scores are scores that have been transformed so that you can look at outcomes consistently across populations. This scale goes from 200 to 800. In this chart, a score of 200 would be typical of newborns, while a score of 800 would be typical of kindergarteners. This type of score is very sensitive to actual growth within an area or domain.

The horizontal orange bars represent boundaries for *below*, *meeting* or *exceeding* widely held expectations for the age group. Anything in between these bars would be considered *meeting* expectations.

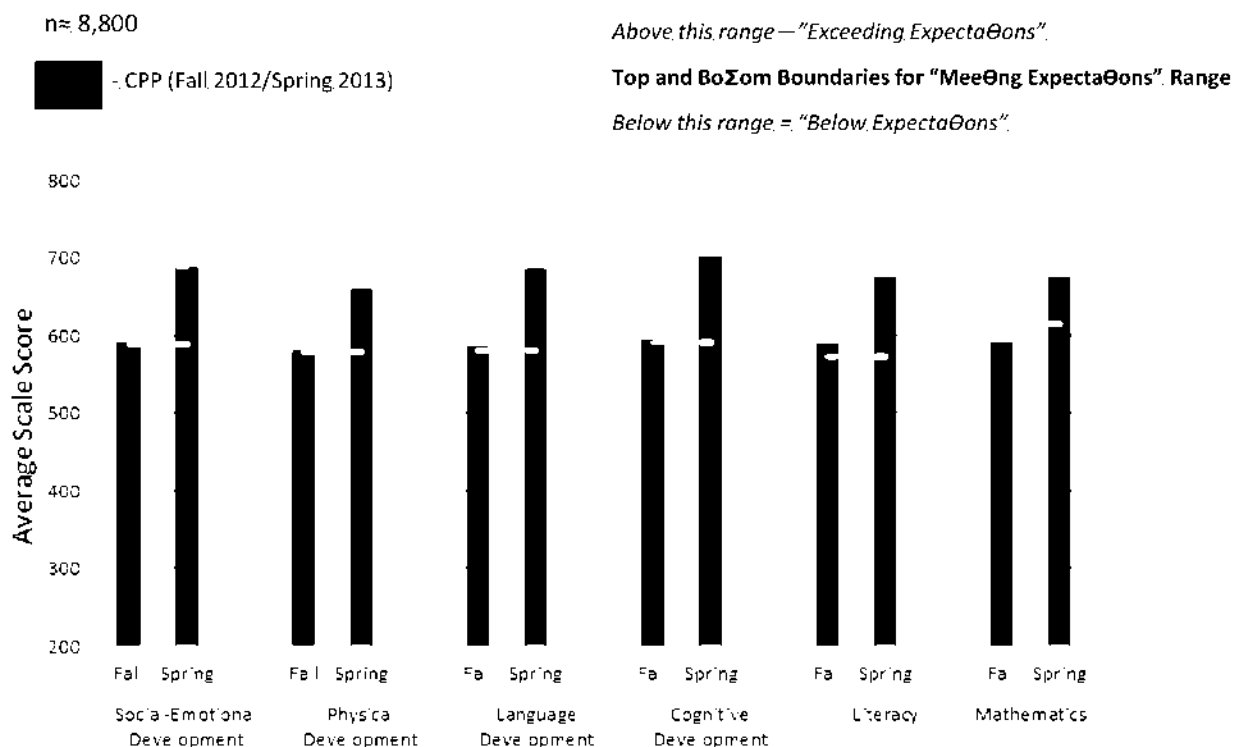
In all domains except math, children participating in CPP start out the year at the very low end of "meeting expectations." In all domains, children have grown toward the higher end of this boundary. We know that in every area except mathematics, more than 90% of children in the program end the year meeting or exceeding widely-held expectations.

Using Assessment Findings:

We know from past results that mathematics is a consistent area of challenge for preschool children and these trends continue through K-12. In response, CPP staff are beginning to provide teacher development workshops focused on strengthening mathematical learning and development in the early years.

Figure 6

Teaching Strategies GOLD CPP Fall-Spring Growth Compared to Widely Held Expectations (2012-13)



Colorado Preschool Program—Long-term Impact on Student Achievement

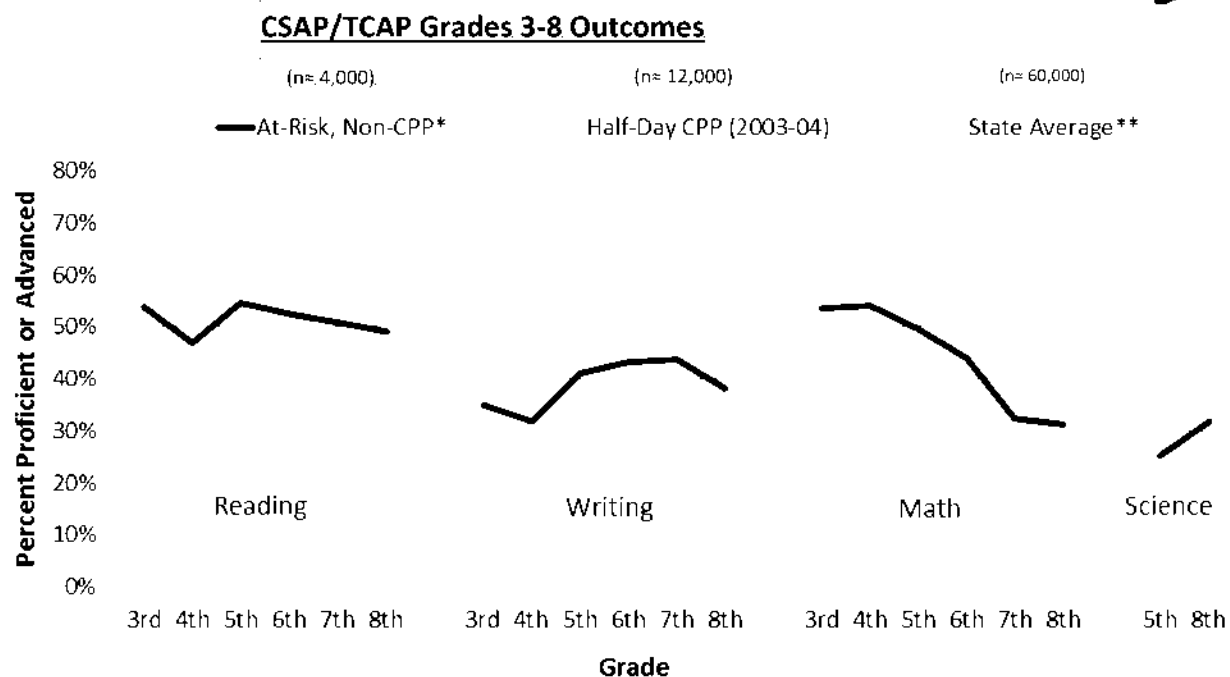
CDE charts the longitudinal academic growth of children in CPP to track the long-term impact based on CSAP/TCAP results. It is clear that graduates of CPP have a lasting benefit from the program compared to a matched cohort of at-risk children who did not participate in CPP or any other public preschool programs.

In the analysis illustrated in Figure 7, we examined results through eighth grade—the latest data available for the CPP cohort followed. New to this year's analysis is the addition of the Science content area.

As demonstrated in the past, we see that on average, CPP graduates outperform other at-risk children who did not participate in CPP, even as far out as eighth grade. In other words, academic improvements relative to similar peers do not fade out.



Figure 7



*At-Risk, Non-CPP is defined as children eligible for free or reduced price meals in first grade with no history of preschool in CDE collections.

**State Average includes everyone assessed in the year corresponding with the expected grade/year of assessment for the 2003-04 CPP cohort. So, "3rd grade" results for State Average equals 3rd grade overall results from 2008, "4th grade" = 2009, etc.

In order to align with Colorado's new academic standards, CDE introduced the Transitional Colorado Assessment Program (TCAP) in 2012—seventh grade in this particular chart. Results from CSAP and TCAP are comparable across years.

Colorado Preschool Program—Long-term Impact on Grade Retention

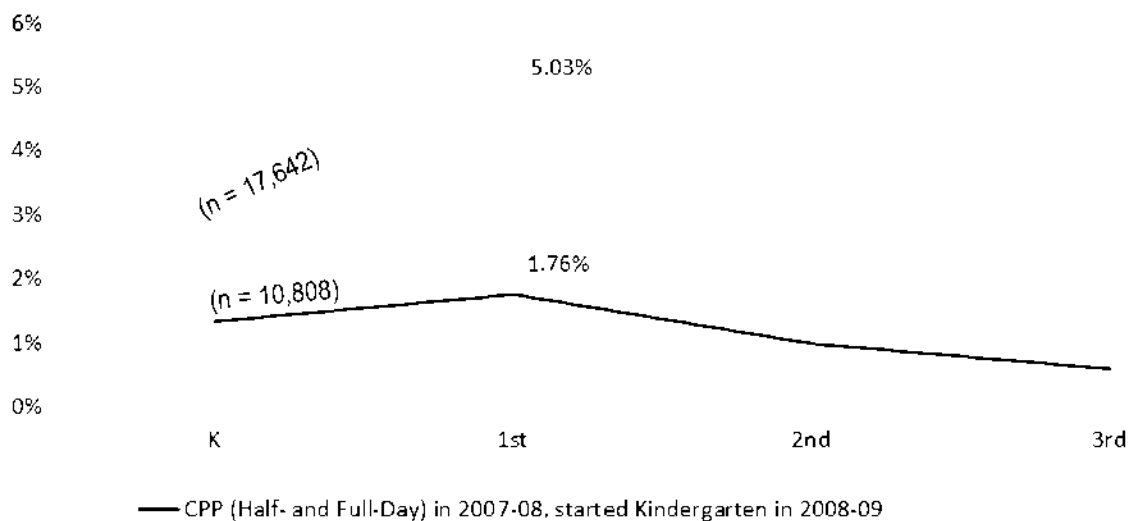
One of the added benefits of CPP is that it is associated with a reduced rate of retention—in other words, children who have a CPP experience are held back in a grade less often. Figure 8 shows the proportion of children from one particular cohort who were held back at any point during kindergarten through third grade. Compared to a similar group of at-risk children who did not attend publicly funded preschool, CPP is associated with a reduced need for retention by as much as one-third in first grade and a lower rate in subsequent years.

Grade retention is just one mechanism in a school's toolbox of intervention strategies. Implementing strategies to support children who have fallen behind puts pressure on school resources and requires additional expenditures. Retention effectively costs Colorado taxpayers an extra year's worth of per-pupil spending. Not only does the educational system pay the cost of later remediation, but the child does as well, in the form of lost opportunities and lower self-confidence in their own learning. And while high-quality preschool itself costs money, the return on investment is evident in the positive effects on social-emotional and physical development, early literacy and future academic success, as evidenced throughout this report and the wider research base.



Figure 8

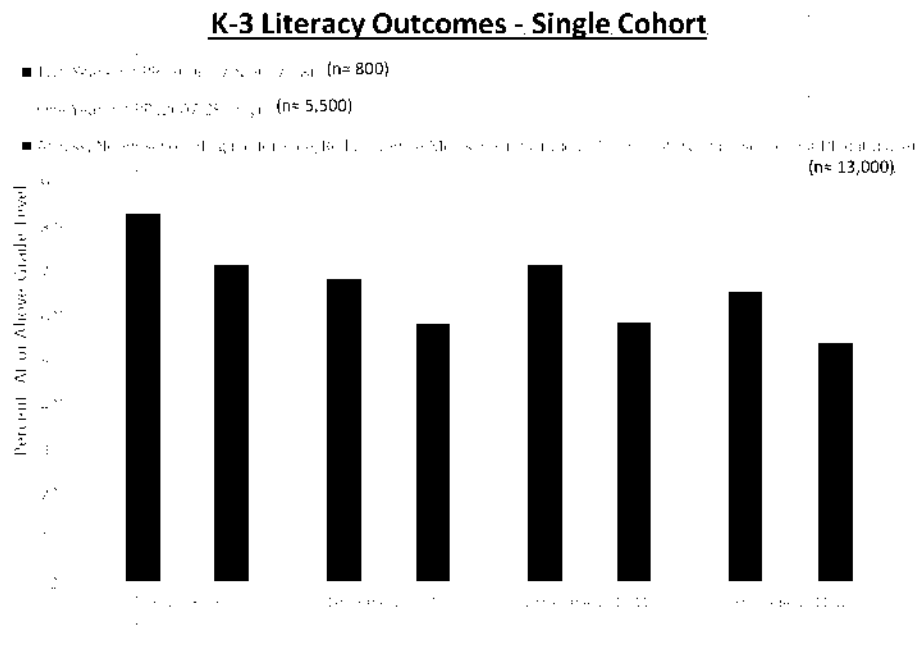
Grade Retention (What Proportion of Children Repeated Each of These Grades?)



At-Risk, No History of Preschool (Eligible for Free/Reduced Price Meals in 1st Grade, 2009-10)

Colorado Preschool program—Long-term Impact on Literacy Outcomes

Figure 9



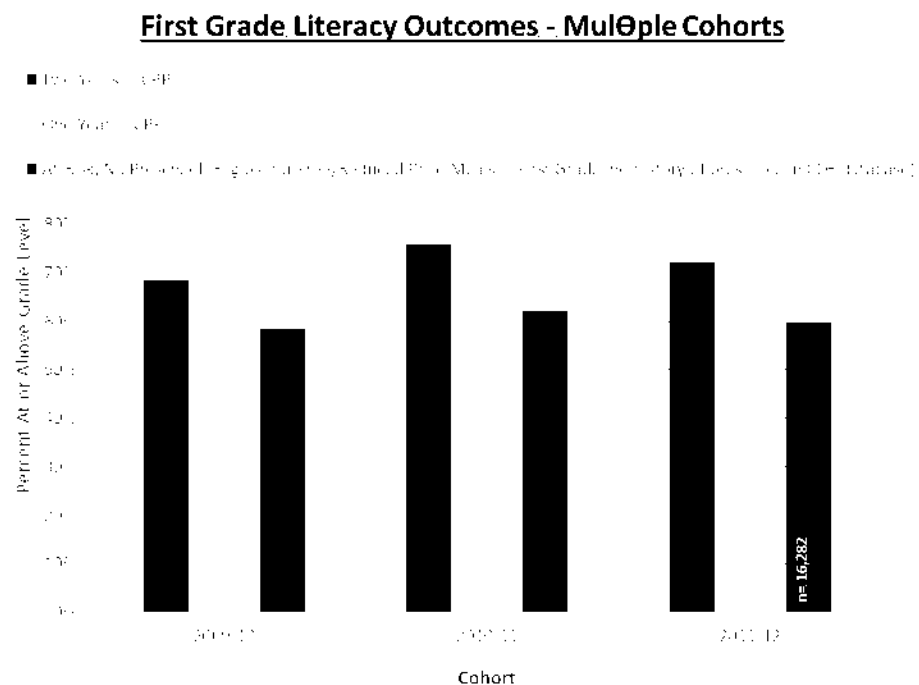
Outcomes in early-grade literacy further confirm the positive impact of CPP. Throughout school year 2012-2013, kindergarten through third grade teachers identified whether children were at grade level, below grade level, or above grade level in literacy skills. This identification was made based on a body of evidence including children's work samples and scores from early literacy assessments like the Developmental Reading Assessment (DRA2), Phonological Awareness Literacy Screening (PALS), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

CPP graduates had a better chance of being at or above grade level in literacy than a matched cohort of at-risk peers who did not attend a publicly funded preschool. The results also confirm a wide body of research demonstrating the added benefit of multiple years of quality early intervention versus a single year.

Figure 9 shows literacy outcomes in kindergarten through third grade for one particular cohort. On average, those children who participated in CPP for two years clearly outperformed those who participated for only one year. Figure 10 shows literacy outcomes in first grade for three different cohorts of CPP-funded children, demonstrating that the effect occurs within not just one but across many groups.

Again, the message rings true: more sustained quality preschool tends to benefit children who are at risk for later problems with literacy.

Figure 10



State of Colorado
Colorado Shines
Quality Rating & Improvement System
Point Structure Guide for Quality Levels 3-5



COLORADO
Office of Early Childhood
Department of Human Services

Final 9/2014 (pending branding and formatting)

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Introduction to Colorado Shines Quality Rating and Improvement System

Colorado's Quality Rating and Improvement System (QRIS), Colorado Shines, is the result of several years of collaborative design from early childhood stakeholders across the state and country. In 2012, Colorado engaged the support of Oldham Innovative Research to develop the design framework at the direction of the Early Childhood QRIS Design Committee. In 2013, Colorado was awarded a \$45 million Race to the Top Early Learning Challenge grant to invest in early childhood strategies that improve both the quality of early childhood education and the number of children with high needs being served by quality early childhood education programs. As part of that grant, Colorado will implement Colorado Shines QRIS that has been under design for the past two and a half years.

In July 2013 the Office of Early Childhood published an initial draft of the QRIS, called The Next Generation QRIS, and input was received from early childhood education providers and early childhood leaders across Colorado. In September, the Office of Early Childhood issued a Request for Information to gather additional formal feedback about the design and implementation.

Formal and informal responses to the initial draft consistently addressed two areas for the design committee to review and revise: 1) Adjusting Workforce Qualifications to recognize experience or other alternatives to a formal early childhood degree and 2) More emphasis on Learning Environment with specific focus on teacher - child interactions.

The design committee, in consultation with the Office of Early Childhood published the Next Generation QRIS draft version 3 in November 2013. This version addressed

previously noted concerns as well as additional concerns/opportunities identified when reviewing the design. In March, 2014 the design was reviewed by research scientists, Donna Bryant and Noreen Yazejian, with the Frank Porter Graham Child Development Institute. After implementation of their feedback and a final evaluation by the design team, this final version was published in September, 2014.

In August, The Office of Early Childhood contracted with ratings administrator, Qualistar Colorado, who will provide further training materials and support to implement this version of Colorado Shines. Following implementation, a validation study will be conducted. A Colorado Shines Advisory Board will be engaged to actively review input and support the Ratings Administrator and Office of Early Childhood in making future results-based revisions as required.



STANDARDS & POINTS

I. STANDARDS & CRITERIA

Colorado Shines standards will be based on an accumulation of points within five standard categories: 1) Workforce Qualifications and Professional Development; 2) Family Partnerships; 3) Leadership, Management and Administration; 4) Learning Environment; and 5) Child Health. Points must be gained within each of the five areas with a specified minimum number of points. The breakdown of the points is documented within the *Standards and Points Framework* applicable to the program or provider. Additional points may be earned in optional categories: 1) Home Language; 2) Additional Professional Staff and 3) Professional Leadership. The provider may choose to apply up to two (2) earned optional points to one of the five standard areas in order to increase the total score of that standards area. If optional points are added to a standards area, it will be noted in the rating details on the Colorado Shines website to ensure transparency in ratings and scoring.

Colorado Shines QRIS standards apply to all licensed childcare centers and family childcare homes including preschool/Pre-K programs and licensed Early Head Start and Head Start programs. There are separate *Standards and Points Framework* documents outlining the standards and indicators for family childcare homes. While the standard areas for both centers and homes are the same, the indicators and points vary in order to properly address the unique characteristics of each sector and the underlying associated program standards. Throughout this document the term “program” is used, this term is meant to be inclusive of all licensed programs.

The standards and indicators within *Standards and Points Framework* are based on research-based program standards (i.e., national accreditation, Head Start Performance, and other applicable national early childhood standards) and on Colorado’s Child Care Licensing Rules and Regulations and Colorado’s Quality Standards for Early Childhood Care and Education.



APPENDIX I

Child Care Centers Standards and Points Framework

Levels 1 and 2 of the Colorado Shines QRIS will be determined by Colorado Department of Human Services (CDHS), Division of Early Care and Learning (DECL) Licensing Specialists. Levels 3, 4 and 5 of Colorado Shines QRIS will be verified by the Quality Ratings Administrator and through points achieved by demonstrating quality indicators. The point system is designed to be flexible and allow providers to develop and demonstrate quality in multiple ways.

1. Workforce Qualifications and Professional Development (31 points)

- a. Director Qualifications (8 points)
- b. Early Childhood Teacher Qualifications (10 points)
- c. Early Childhood Assistant Teacher & Aides Qualifications ... (6 points)
- d. Ongoing Professional Development (7 points)

2. Family Partnerships (22 points)

- a. Home Language (2 points)
- b. Sensitivity to Diversity (2 points)
- c. Transitions (3 points)
- d. Engagement of Families (12 points)
- e. Engagement of Communities (3 points)

3. Leadership, Management & Administration (26 points)

- a. Program Evaluation (3 points)
- b. Personnel (13 points)
- c. Benefits (7 points)
- d. Business Administration (3 points)



4. Learning Environment (29 points + ERS scores)

- a. Curriculum (5 points)
- b. Ratio, Group Size and Continuity of Care..... (8 points)
- c. Observational Assessment of Program (8 points)
- d. Child Assessment..... (8 points)

5. Child Health Promotion (14 points)

- a. Child Health Promotion (14 points)

Optional Point Areas (8 points)

- a. Home Language (2 points)
- b. Additional Professional Staff..... (4 points)
- c. Professional Leadership..... (2 points)

Points must be gained within each of the five areas of quality. The minimum points that a program must achieve are listed below. For example, to be at a Level 3, a program must have 43 total points. Those points need to come from all five categories with the following minimum points in each category:

- 8 points from Workforce Qualifications and Professional Development
- 10 points from Family Partnerships
- 12 points from Leadership, Management & Administration
- 8 points from Learning Environment
- 5 points from Child Health

In addition, a program can also use up to two (2) optional points to add to any category for which they do not have enough points. In addition to points, programs must meet minimum levels of quality as measured by the appropriate ERS. To be at a Level 3, programs must have average ERS scores of 3.75 across all observed classrooms with no individual classroom with an ERS score lower than 3.0.



	Categories	Total Possible Points	Level 3	Level 4	Level 5
1.	Workforce Qualifications and Professional Development	31	8	12	18
2	Family Partnerships	22	10	13	20
3	Leadership, Management & Administration	26	12	18	24
4	Learning Environment	29	8	13	22
5	Child Health	14	5	7	9
	Optional available points:	8			
	Average Environment Ratings Score (ITERS-R/ECERS-R)		At least 3.75 with no classroom below a 3.0	At least 4.75 with no classroom below a 4.0	At least 5.75 with no classroom below a 5.0



I. Workforce Qualifications and Professional Development

	Director Qualifications (Select 1 Category)	Points
1.1	Meets requirements for Early Childhood Professional III Credential	2
1.2	Meets requirements for Early Childhood Professional IV Credential	4
1.3	Meets requirements for Early Childhood Professional V Credential	6
1.4	Meet requirements for Early Childhood Professional VI Credential	8

	Early Childhood Teacher Qualifications (Select 1 Category)	Points
1.5	75% of early childhood teachers meet requirements for Early Childhood Professional II Credential	2
1.6	At least 50% of early childhood teachers meet requirements for Early Childhood Professional III Credential	4
1.7	75% of early childhood teachers meet requirements for Early Childhood Professional III Credential	6
1.8	At least 50% of early childhood teachers meet requirements for Early Childhood Professional IV Credential or higher	8
1.9	75% of early childhood teachers meet requirements for Early Childhood Professional IV Credential or higher	10



	Early Childhood Assistant Teacher & Aides Qualifications (Select 1 Category)	Points
1.10	75% of early childhood assistant teachers and aides meet for Early Childhood Professional I Credential or higher	2
1.11	At least 50% of early childhood assistant teachers and aides meet requirements for Early Childhood Professional II Credential or higher	4
1.12	75% of early childhood assistant teachers and aides meet requirements for Early Childhood Professional II Credential or higher	6

	On-Going Professional Development	Points
1.13	The program has a program-wide professional development plan informed by the individual professional development plans of all staff that provide direct services to children and families	2
1.14	Early Care Professionals who provide direct services to children will complete an annual self-assessment based on Colorado's competencies for Early Childhood Educators and Administrators and use this to inform and update the Individual Professional Development Plan	2
1.15a	All classrooms in the Program have received (or are currently receiving) outside credentialed coaching/consulting activities of at least three (3) hours each within the past 12 months	1
1.15b	All classrooms in the Program have received (or are receiving) outside credentialed coaching/consulting activities of at least five (5) hours each within the past 12 months.	2
1.15c	All classrooms in the Program have received (or are currently receiving) outside credentialed coaching/consulting activities of at least eight (8) hours each in the past 12 months	3



II. Family Partnerships

	Home Language	Points
--	---------------	--------

- | | | |
|-----|--|---|
| 2.1 | The program provides documentation or written policy of the use of interpreters, or other resources for help with other languages of enrolled families | 2 |
|-----|--|---|

	Sensitivity to Diversity	Points
--	--------------------------	--------

- | | | |
|-----|--|---|
| 2.2 | The program provides materials and resources (information about community-based programs, community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental resources) in a way that is accessible to all families, including families with high needs ⁷ . | 1 |
| 2.3 | The program offers opportunities for all families, including those from different backgrounds and communities, to get to know one another and work together for the benefit of the children in the program | 1 |

	Transitions	Points
--	-------------	--------

- | | | |
|-----|---|---|
| 2.4 | The program has written policies and procedures that describe how transitions are supported among all early childhood and home settings and how transition information is shared with families | 1 |
| 2.5 | The program offers information sessions and/or individual family meetings specific to child transitions (e.g., what to expect in terms of transitions from one classroom to another, from home to a classroom, to another setting, connecting families with schools for children transitioning into school) in order to help prepare the child and family for transition and to help the child adjust to new settings | 2 |

⁷ Children with high needs are children who: live in low-income families; have disabilities or developmental delays; are English-language learners; reside on “Indian lands”; live in migrant families; are homeless; live in foster care; or are recent immigrants.

	Engagement of Families	Points
2.6	<p>Program conducts an annual family survey to ask families for suggestions on how to improve the program and how the program can support families and:</p> <ul style="list-style-type: none"> The results from the survey are shared with families The information is used to inform the quality improvement plan The program has documentation of one or more changes made as a result of the annual family survey. 	3
2.7	The program conducts two annual parent/teacher conferences	3
2.8	The program offers annual educational information sessions on child development and learning aligned with the Early Learning and Development Guidelines	2
2.9	Family members act in leadership positions on program and/or advisory boards and are provided with a training and/or orientation on their role	2
2.10	The program provides a series of parenting classes annually, which includes family goal setting and action plans	2

	Engagement with Community	Points
2.11	A plan is written and implemented describing procedures to refer and connect families to appropriate community service agencies (e.g., mental health, health, developmental, educational)	1
2.12	The program coordinates and/or collaborates with community service providers, families, school district personnel, etc. in order to design learning activities that aid in meeting outcomes/goals of Individualized Family Service Plans (IFSP), Individual Education Programs (IEP), School Readiness Plans, Individual Learning Plans, and/or other individual plans	2

III. Leadership, Management and Administration

	Program Evaluation	Points
3.1.	The program has developed a continuous quality improvement plan that is updated annually, shared with staff, families, and stakeholders, with documented goals, timelines, and outcomes	3

	Personnel	Points
3.2	The program has a written code of professional conduct. Staff is trained annually on the code of conduct	1
3.3	The program conducts monthly staff meetings	2
3.4	The program implements a salary scale based on education, experience and job performance.	2
3.5	Staff has an annual performance evaluation, which includes at least one classroom observation by their supervisor and a staff self-evaluation. The staff evaluation also informs the individual professional development plan	2
3.6	Lead teachers in each classroom are provided with a least an hour of paid planning time per week	1
3.7	All teaching staff are provided with paid planning time per week	2
3.8	Non-administrative personnel participate in decision-making for hiring, curriculum development, program goal-setting and/or annual planning	2
3.9	The program has a recruitment and retention plan that is reviewed and revised by the administration on an annual basis	1



	Benefits	Points
3.10	The program offers full-time staff a compensation package with benefit options (1 point for each option up to 7 points): Paid holidays Paid time off (sick, vacation, personal) Health and Dental insurance Life Insurance Disability Insurance Retirement Plan Employee Child Discount	7

	Business Administration	Points
3.11	The program has a current business plan and/or strategic plan, created or revised in the past 36 months	1
3.12	The program has a current-year operating budget and quarterly income and expense statements that show revenues, expenses, and budget compared to actual	1
3.13	The program provides documentation of a certified financial review	1



IV. Learning Environment

	Curriculum	Points
4.1.	The program has a curriculum that has been aligned with the domains of Colorado's Early Learning and Development Guidelines, and is age specific to the children the program serves to include: 1) physical development and health; 2) social & emotional development; 3) language and literacy development; 4) cognitive development; 5) literacy knowledge & skills; 6) logic & reasoning; 7) mathematics knowledge & skills; 8) science knowledge & skills; 9) social studies knowledge & skills; 10) creative arts expression	2
4.2	The program provides documentation that 75% of educational staff participates in annual training on use of the selected curriculum	3

	Ratio and Group Size (Select 1 Category)	Points
4.3a	The program has designed a plan and timeline to move toward lower group size and improve adult:child ratios beyond what is required by licensing	2
4.3b	Partial implementation of a plan to lower group size and improve adult:child ratios beyond what is required by licensing is evident	4
4.3c	Group size and adult:child ratios are aligned with NAEYC (National Association for the Education of Young Children)	6
4.4	Primary caregiving practices are part of program policies and procedures	1
4.5	Continuity of care practices are part of program policies and procedures	1



	Observational Assessment of the Classroom or Program	Points
4.6	The program has conducted a self-assessment using an assessment tool in addition to the ERS and uses results to inform the quality improvement plan	2
4.7	The program has had a reliable, independent, trained observer complete a CLASS Assessment in the previous 12 months in at least 50% of classrooms with average minimum scores: Emotional Support: 4.5 Classroom Organization: 4.5 Instructional Support: 2.0	2
4.8	The program has had a reliable, independent, trained observer complete a CLASS Assessment in the previous 12 months in at least 50% of classrooms with average minimum scores: Emotional Support: 5.5 Classroom Organization: 5.0 Instructional Support: 2.5	4
4.9	The program has had a reliable, independent, trained observer complete a CLASS Assessment in the previous 12 months in at least 50% of classrooms with average minimum scores: Emotional Support: 6.0 Classroom Organization: 6.0 Instructional Support: 3.0	6

	Child Assessment	Points
4.10	Developmentally appropriate child assessments (e.g., observation data, portfolios, work samples) are conducted within 90 calendar days after enrollment, and at least one other time within a year. Results of assessments are shared during parent/teacher conferences in a culturally and linguistically appropriate manner.	2
4.11	The program has a child assessment system that has been aligned with Colorado's	2



Early Learning and Development Guidelines

- 4.12 The program provides documentation that 75% of educational staff participates in annual training or maintains reliability on use of the selected child assessment tool(s) 2
- 4.13 Assessment results are used to individualize curriculum and lesson planning 2

V. Child Health

	Child Health Promotion	Points
5.1	The program documents that each child has received a hearing, vision, and dental screening and provides resources for families on where to obtain them	3
5.2	The program documents that each child has medical insurance and a medical home and provides resources for families on where to obtain them	2
5.3	The program makes a referral or provides referral information to the family as appropriate for any child for whom a developmental concern has been identified	2
5.4	The program has a one-time certified playground inspection conducted. A playground quality improvement plan is created based on the results and progress is monitored annually.	2
5.5	Classroom teachers lead children in structured physical activities daily. (Once in a three (3) hour or less time period; twice in a five (5) hour or more time period).	1
5.6	Program offers nutrition information and education programs, annually, led by nutritionist or registered dietician	2
5.7	Program has a garden and serves fruits/vegetables from the garden for children to taste	2

VI. Optional

	Home Language	Points
6.1	The program honors the child's home language and encourages home language development by having at least one caregiver/teacher in each classroom who is	2



bilingual if there is a dominant second language⁸ in the classroom.

	Additional Professional Staff	Points
6.2	The program employs or maintains a daily service contract with one or more of the following program professional personnel: Child Care Health Consultant, Mental Health Consultant, Family Services Support Staff, Professional Development Coordinator, Early Childhood Coordinator, Program Manager and/or Coach, Special Education Staff or Nutritionist	2
6.3	The program employs or maintains a daily service contract with one or more of the following administrative professional personnel: Business Manager, Accountant, Human Resources Director.	2

	Professional Leadership	Points
6.4	An administrative member of the program regularly participates in a community leadership role with their local Early Childhood Council or another early childhood organization; which may include participation on a formal committee, serving as a board member or acting in a leadership role for an early childhood association	2

⁸ The home language of 50% or more of the children is a specific language other than English.



Excerpt
Crosswalk: Grant Structural Elements, Colorado Quality Standards TQRIS Standards
DRAFT

Structural Element: High Staff Qualifications		
Colorado Quality Standard D: Staff Qualifications and Development		
<p>GOAL: The program is staffed by adults who understand child development and who recognize and provide for children's needs.</p> <p>RATIONALE: The quality of the staff is the most important determinant of quality in an early childhood program.</p> <p>D- 1 - Staff qualifications need to be consistent for early childhood care and education professionals regardless of setting or funding source (public school, private or public center, family child care home, Head Start).</p> <p>D- 1a - The program is staffed by individuals who are 18 years of age or older, who have been trained in Early Childhood Education/ Child Development, and who demonstrate the appropriate personal characteristics for working with children as exemplified in the criteria for Interactions among Staff and Children (section A), and for Curriculum (Section B).</p> <p>D- 2. - An early childhood educator directs the educational program of children birth through eight. The qualifications of an early childhood educator are a baccalaureate degree in Early Childhood Education/ Child Development and at least three years of fulltime teaching experience with young children, and/ or a graduate degree in ECE/CD..</p>		
QRIS: Workforce Qualifications and Professional Development		Points
..... Director Qualifications (Select 1)		
1.1.	Early Childhood Professional III Credential	2
1.2.	Early Childhood Professional IV Credential	4
1.3.	Early Childhood Professional V Credential	6
1.4.	Early Childhood Professional VI Credential	8
QRIS: Early Childhood Teacher Qualifications (Select 1)		Points
1.5.	75% of teachers - Early Childhood Professional II Credential	2
1.6.	50% of teachers - Early Childhood Professional III Credential	4
1.7.	75% teachers - Early Childhood Professional III Credential	6
1.8.	50% of teachers - Early Childhood Professional IV Credential or higher	8
1.9.	75% of teachers - Early Childhood Professional IV Credential or higher	10
QRIS: Early Childhood Assistant Teacher and Aides Qualifications (Select 1)		Points
1.10	75% of assistant teachers - Early Childhood Professional I Credential or Higher	2
1.11	50% of assistant teachers - Early Childhood Professional II Credential or higher	4
1.12	75% of assistant teachers – Early Childhood Professional II Credential or higher	6

Excerpt
Crosswalk: Grant Structural Elements, Colorado Quality Standards TQRIS Standards
DRAFT

Structural Element: High Quality Professional Development		
Colorado Quality Standard D: Staff Qualifications and Development		
<p>GOAL: The program is staffed by adults who understand child development and who recognize and provide for children's needs.</p> <p>RATIONALE: The quality of the staff is the most important determinant of quality in an early childhood program. .</p> <p>D- 4a - The program provides quality training opportunities for staff to improve skills and to move towards the next level of competence in working with children and families..</p>		
QRIS: Workforce Qualifications and Professional Development - Ongoing Professional Development		Points
1.13	Program-wide professional development plan	1.
1.14	Annual self-assessment based on Competencies informs individual plan	2.
QRIS: Workforce Qualifications and Professional Development - Coaching/Consulting (Select 1)		Points
1.15	3 hours of outside coaching activities in past 12 months for all classrooms	1.
1.16	5 hours of outside coaching activities in past 12 months for all classrooms	2.
1.17	8 hours of outside coaching activities in past 12 months for all classrooms	3.

Excerpt
Crosswalk: Grant Structural Elements, Colorado Quality Standards TQRIS Standards
DRAFT

Structural Element: Child to Instructional Staff Ratio Structural Element: Group Size		
Colorado Quality Standard F: Staffing Patterns		
<p>GOAL: The program is sufficiently staffed to meet the needs of and promote the physical, social, emotional and cognitive development of children.</p> <p>RATIONALE: An important determinant of the quality of a program is the way in which it is staffed. Well organized staffing patterns facilitate individualized services.</p> <p>F- 1 - The number of children in a group is limited to facilitate staff/child interaction and constructive activity among children. Groups of children may be age-determined or multiage and include children with a variety of needs.</p> <p>F- 2a - Sufficient staff with responsibility for working directly with children are available to provide frequent personal contact, meaningful learning activities and supervision, and to offer immediate care as needed.</p> <p>F- 3a - Each staff member has chief responsibility for and develops a deeper attachment to an identified group of children.</p>		
QRIS: Learning Environment - Ratio and Group Size (Select 1)		Points
4.3a	Program has plan and timeline improve group size and ratio beyond licensing	2
4.3b	Partial implementation of plan to improve group size and ratio beyond licensing	4
4.3c	Group size and ratios are aligned with NAEYC	6
QRIS: Learning Environment - Continuity of Care		Points
4.4	Primary caregiving practices are part of program policies and procedures	1
4.5	Continuity of care practices are part of program policies and procedures	1



October 7, 2014

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Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Ability Connection Colorado, Inc. hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that using for activities and services that help achieve the outcomes of the State Plan); and Ability Connection Colorado, Inc.
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Ability Connection Colorado, Inc. will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and Ability Connection Colorado, Inc. with the Ability Connection Colorado, Inc. budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");



Pat Sanchez
Superintendent
5291 East 60th Ave.
Commerce City, CO 80022
P: 303-289-3940

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, ADAMS 14 SCHOOL DISTRICT hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that ADAMS 14 SCHOOL DISTRICT is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, ADAMS 14 SCHOOL DISTRICT will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that ADAMS 14 SCHOOL DISTRICT is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the ADAMS 14 SCHOOL DISTRICT budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist ADAMS 14 SCHOOL DISTRICT in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with ADAMS 14 SCHOOL DISTRICT in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for ADAMS 14 SCHOOL DISTRICT in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Adams 14's budget, as identified in Exhibit II;
- 3) Providing feedback on Adams 14's status updates, any interim reports, and project plans and products;
- 4) Keeping ADAMS 14 SCHOOL DISTRICT informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that ADAMS 14 SCHOOL DISTRICT is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Adams 14's Implementation of High-Quality Preschool Programs.

Further, it is understood that ADAMS 14 SCHOOL DISTRICT and the Colorado Department of Education will:

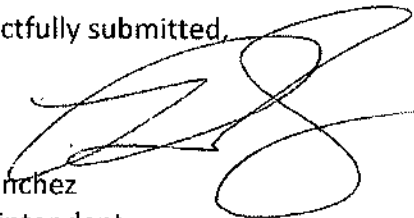
- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.

- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect ADAMS 14 SCHOOL DISTRICT or when Adams 14's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or ADAMS 14 SCHOOL DISTRICT plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that ADAMS 14 SCHOOL DISTRICT is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and ADAMS 14 SCHOOL DISTRICT, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to be 'Pat Sanchez', written over a horizontal line.

Pat Sanchez
Superintendent
Adams 14 School District

- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Ability Connection Colorado, Inc. in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Ability Connection Colorado, Inc. in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Ability Connection Colorado, Inc. in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with b Ability Connection Colorado, Inc.'s budget, as identified in Exhibit II;
- 3) Providing feedback on Ability Connection Colorado, Inc.'s status updates, any interim reports, and project plans and products;
- 4) Keeping Ability Connection Colorado, Inc. informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Ability Connection Colorado, Inc. is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Implementation of Ability Connection Colorado, Inc.'s High-Quality Preschool Programs.

Further, it is understood that Ability Connection Colorado, Inc. and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool DevelopmentExpansion Grant, including when the State Plan requires modifications that affect Ability Connection Colorado, Inc. or when Ability Connection Colorado, Inc.'s Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Ability Connection Colorado, Inc. plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Ability Connection Colorado, Inc. is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and, Ability Connection Colorado, Inc. or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Judith I. Ham
President and CEO
Ability Connection Colorado, Inc.

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Alamosa School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I...
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Alamosa School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485...

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Alamosa School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Alamosa School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Alamosa School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants Expansion Grant;

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Alamosa School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Alamosa School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Alamosa School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Alamosa School District's budget, as identified in Exhibit II;
- 3) Providing feedback on Alamosa School District's status updates, any interim reports, and project plans and products;
- 4) Keeping Alamosa School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Alamosa School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Alamosa School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Alamosa School District and the Colorado Department of Education will:

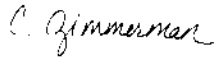
- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Alamosa School District, or when Alamosa School District's Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Alamosa School District plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Alamosa School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Alamosa School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,



Carrie Zimmerman
Assistant Superintendent
Alamosa School District



October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Boulder Valley School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Boulder Valley School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Boulder Valley School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Boulder Valley School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Boulder Valley School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Boulder Valley School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Boulder Valley School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Boulder Valley School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Boulder Valley School District's budget, as identified in Exhibit II;
- 3) Providing feedback on Boulder Valley School District's status updates, any interim reports, and project plans and products;
- 4) Keeping Boulder Valley School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Boulder Valley School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Boulder Valley School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Boulder Valley School District and the Colorado Department of Education will:


- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Boulder Valley School District, or when Boulder Valley School District's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Boulder Valley School District plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Boulder Valley School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Boulder Valley School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Bruce Messinger".

Bruce Messinger, Ph.D
Superintendent
Boulder Valley School District
6500 Arapahoe Road
Boulder, Colorado 80303
720-561-5077
Kimberly.bloemen@bvsd.org

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Bright Futures hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Bright Futures is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Bright Futures will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Bright Futures is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Bright Futures budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Bright Futures in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Bright Futures in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Bright Futures in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Bright Futures budget, as identified in Exhibit II;
- 3) Providing feedback on BELA, RE-1J Head Start Childhood Centers, Prime Time and Telluride Early Childhood Center's status updates, any interim reports, and project plans and products;
- 4) Keeping Bright Futures informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Bright Futures is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring BELA, RE-1J Head Start Childhood Centers, Prime Time and Telluride Early Childhood Center's Implementation of High-Quality Preschool Programs.

Further, it is understood that Bright Futures and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Bright Futures, or when BELA, RE-1J Head Start Childhood Centers, Prime Time and Telluride Early Childhood Center's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Bright Futures plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Bright Futures is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Bright Futures, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Kathleen Merritt
Executive Director
Bright Futures

Administration
Dr. Michelle Johnstone
Superintendent

Jerry Osborn
School Business Officer

Tracy Amen, PHR
HR Specialist/Executive Asst

Brush School District
Re-2(J)
P.O. Box 585 - 527 Industrial Park Road
Brush, CO 80723
Telephone (970)842-5176 Fax (970)842-4481
www.brushschools.org

Board of Education

Dianne Cox
Michael Dixon
Margo Mesch
Brad Mortensen
Marty Stratman
John Trujillo
Warren Walker

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Brush School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Brush School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Brush School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Brush School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Brush School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local



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PR/Award # S419B150022

privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;

- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Brush School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Brush School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Brush School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Brush School District budget, as identified in Exhibit II;
- 3) Providing feedback on Brush School District status updates, any interim reports, and project plans and products;
- 4) Keeping Brush School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Brush School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Brush School Districts' Implementation of High-Quality Preschool Programs.

Further, it is understood that Brush School District and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Brush School District, or when Brush School Districts' Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Brush School District plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Brush School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Brush School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of



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Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,



Dr. Michelle Johnstone
Superintendent
Brush School District



Making a difference in our world... student-by-student

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Canon City Schools hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Canon City Schools is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Canon City Schools will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Canon City Schools is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Canon City Schools budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Canon City Schools in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Canon City Schools in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Canon City Schools in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Canon City Schools budget, as identified in Exhibit II;
- 3) Providing feedback on Canon City Schools status updates, any interim reports, and project plans and products;
- 4) Keeping Canon City Schools informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Canon City Schools is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Canon City Schools Implementation of High-Quality Preschool Programs.

Further, it is understood that CANON CITY SCHOOLS and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect CANON CITY SCHOOLS, or when CANON CITY SCHOOLS'S Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or CANON CITY SCHOOLS plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 519 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that CANON CITY SCHOOLS is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and CANON CITY SCHOOLS, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Robin Gooldy", written in a cursive style.

NAME: Robin Gooldy
TITLE: Superintendent
CANON CITY SCHOOLS



October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom it May Concern:

This letter is written and signed to establish a framework of collaboration and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Catholic Charities hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Catholic Charities is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Catholic Charities will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Catholic Charities is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Catholic Charities budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Catholic Charities in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Catholic Charities in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Catholic Charities in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Catholic Charities' budget, as identified in Exhibit II;
- 3) Providing feedback on Catholic Charities' status updates, any interim reports, and project plans and products;
- 4) Keeping Catholic Charities informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Catholic Charities is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Catholic Charities' Implementation of High-Quality Preschool Programs.

Further, it is understood that Catholic Charities and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Catholic Charities, or when Catholic Charities' Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Catholic Charities plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Catholic Charities is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Catholic Charities, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted, (b)(6)
(b)(6)

Larry Smith
President and CEO
Catholic Charities and Community Services of the Archdiocese of Denver

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Center Consolidated School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Center Consolidated School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Center Consolidated School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Center Consolidated School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Center Consolidated School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Center Consolidated School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Center Consolidated School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Center Consolidated School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Center Consolidated School District's budget, as identified in Exhibit II;
- 3) Providing feedback on Center Consolidated School District's status updates, any interim reports, and project plans and products;
- 4) Keeping Center Consolidated School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Center Consolidated School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Center Consolidated School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Center Consolidated School District and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Center Consolidated School District, or when Center Consolidated School District's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Center Consolidated School District plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Center Consolidated School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Center Consolidated School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'G. Welsh', is written over a horizontal line.

George Welsh
Superintendent of Schools
Center Consolidated School District



October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, CLAYTON EARLY LEARNING hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that CLAYTON EARLY LEARNING is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, CLAYTON EARLY LEARNING will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that CLAYTON EARLY LEARNING is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the CLAYTON EARLY LEARNING budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Expansion Grant.

Clayton Early Learning, 2901 Martin Luther King Blvd., Denver, CO 80205

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist CLAYTON EARLY LEARNING in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with CLAYTON EARLY LEARNING in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for CLAYTON EARLY LEARNING in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with CLAYTON EARLY LEARNING'S budget, as identified in Exhibit II;
- 3) Providing feedback on CLAYTON EARLY LEARNING'S status updates, any interim reports, and project plans and products;
- 4) Keeping CLAYTON EARLY LEARNING informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that CLAYTON EARLY LEARNING is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring CLAYTON EARLY LEARNING'S Implementation of High-Quality Preschool Programs.

Further, it is understood that CLAYTON EARLY LEARNING and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect CLAYTON EARLY LEARNING, or when CLAYTON EARLY LEARNING'S Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or CLAYTON EARLY LEARNING'S plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and

- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that CLAYTON EARLY LEARNING is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and CLAYTON EARLY LEARNING, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Charlotte M. Brantley
President and CEO
Clayton Early Learning

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, South Conejos Preschool hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that, South Conejos Preschool is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, AGENCY NAME will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that, South Conejos Preschool is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the, South Conejos Preschool budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist, South Conejos Preschool in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with , South Conejos Preschool in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for , South Conejos Preschool in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with , South Conejos Preschool budget, as identified in Exhibit II;
- 3) Providing feedback on , South Conejos Preschool status updates, any interim reports, and project plans and products;
- 4) Keeping , South Conejos Preschool informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that , South Conejos Preschool is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring, South Conejos Preschool Implementation of High-Quality Preschool Programs.

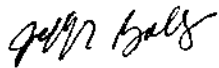
Further, it is understood that, South Conejos Preschool and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect, South Conejos Preschool, or when , South Conejos Preschool's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or , South Conejos Preschool plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that , South Conejos Preschool is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and, South Conejos Preschool, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Jeff Bollinger".

Jeffrey Bollinger
Superintendent
South Conejos School District



Discover a World of Opportunity™

Early Education Department

Emily Griffith Campus
1860 Lincoln Street, 9th Floor
Denver, CO 80203
www.dpsk12.org

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Denver Public Schools hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Denver Public Schools is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Denver Public Schools will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Denver Public Schools is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Denver Public Schools budget included in Exhibit II of this agreement;

- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Denver Public Schools in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Denver Public Schools in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Denver Public Schools in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Denver Public Schools' budget, as identified in Exhibit II;
- 3) Providing feedback on Denver Public Schools' status updates, any interim reports, and project plans and products;
- 4) Keeping Denver Public Schools informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Denver Public Schools is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Denver Public Schools' Implementation of High-Quality Preschool Programs.

Further, it is understood that Denver Public Schools and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.

- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Denver Public Schools, or when Denver Public Schools' Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Denver Public Schools plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Denver Public Schools is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Denver Public Schools, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Cheryl M. Caldwell
Director of Early Education
Denver Public Schools

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Eagle County School District's Early Childhood Department (ECS-ECE) hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that ECS-ECE is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, ECS-ECE will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that ECS-ECE is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the ECS-ECE budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and EAGLE COUNTY SCHOOL DISTRICT'S EARLY CHILDHOOD DEPARTMENT, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Shelley Smith
Director
Eagle County School District- Early Childhood Department

October 6, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, **ENGLEWOOD SCHOOLS/Arapahoe #1** hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that **Englewood Schools/Arapahoe #1** is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, **Englewood Schools/Arapahoe #1** will:

Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;

- 1) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that **Englewood Schools/Arapahoe #1** is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the **Englewood Schools/Arapahoe #1** budget included in Exhibit II of this agreement;
- 2) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 3) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 5) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 6) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 7) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 8) Minimize local administrative costs; and
- 9) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist **Englewood Schools/Arapahoe #1** in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with **Englewood Schools/Arapahoe #1** in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for **Englewood Schools/Arapahoe #1** in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with **Englewood Schools/Arapahoe #1** budget, as identified in Exhibit II;
- 3) Providing feedback on **Englewood Schools/Arapahoe #1** status updates, any interim reports, and project plans and products;
- 4) Keeping **Englewood Schools/Arapahoe #1** informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that **Englewood Schools/Arapahoe #1** is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring **Englewood Schools/Arapahoe #1** Implementation of High-Quality Preschool Programs.

Further, it is understood that **Englewood Schools/Arapahoe #1** and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect **Englewood Schools/Arapahoe #1**, or when **Englewood Schools/Arapahoe #1** Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or **Englewood Schools/Arapahoe #1** plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that **Englewood Schools/Arapahoe #1** is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and **Englewood Schools/Arapahoe #1**, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,



Brian Ewert
Superintendent
Englewood Schools/Arapahoe #1

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs' budget, as identified in Exhibit II;
- 3) Providing feedback on Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs' status updates, any interim reports, and project plans and products;
- 4) Keeping Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs' Implementation of High-Quality Preschool Programs.

Further, it is understood that Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;

- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs, or when Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs' Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Tami Havener

Executive Director

Steamboat Springs Discovery Learning Center dba Family Development Center of Steamboat Springs

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Fountain-Fort Carson School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Fountain-Fort Carson School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Fountain-Fort Carson School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Fountain-Fort Carson School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Fountain-Fort Carson School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Fountain-Fort Carson School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Fountain-Fort Carson School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Fountain-Fort Carson School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Fountain-Fort Carson School District's budget, as identified in Exhibit II;
- 3) Providing feedback on Fountain-Fort Carson School District's status updates, any interim reports, and project plans and products;
- 4) Keeping Fountain-Fort Carson School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Fountain-Fort Carson School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Fountain-Fort Carson School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Fountain-Fort Carson School District and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Fountain-Fort Carson School District, or when Fountain-Fort Carson School District's Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Fountain-Fort Carson School District plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Fountain-Fort Carson School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Fountain-Fort Carson School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law...

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Montina Romero, Ph.D.
Director of Special Education
Fountain-Fort Carson School District 8

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, the Rural Resort Region Northeast Early Childhood Council (Fiscal Agent is Grand Beginnings) hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that the Rural Resort Region Northeast Early Childhood Council is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, the Rural Resort Region Northeast Early Childhood Council will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Rural Resort Region Northeast Early Childhood Council is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Rural Resort Region Northeast Early Childhood Council budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist the Rural Resort Region Northeast Early Childhood Council in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with the Rural Resort Region Northeast Early Childhood Council in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for the Rural Resort Region Northeast Early Childhood Council in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with the Rural Resort Region Northeast Early Childhood Council budget, as identified in Exhibit II;
- 3) Providing feedback on the Rural Resort Region Northeast Early Childhood Council status updates, any interim reports, and project plans and products;
- 4) Keeping Rural Resort Region Northeast Early Childhood Council informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that the Rural Resort Region Northeast Early Childhood Council is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Rural Resort Region Northeast Early Childhood Council Implementation of High-Quality Preschool Programs.

Further, it is understood that the Rural Resort Region Northeast Early Childhood Council and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect the Rural Resort Region Northeast Early Childhood Council, or when the Rural Resort Region Northeast Early Childhood Council Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or the Rural Resort Region Northeast Early Childhood Council plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that the Rural Resort Region Northeast Early Childhood Council is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and the Rural Resort Region Northeast Early Childhood Council, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Maegan Lokteff, PhD

Executive Director

Grand Beginnings – Rural Resort Region Northeast Early Childhood Council

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Gunnison Watershed School District RE1J hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Gunnison Watershed School District RE1J is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Gunnison Watershed School District RE1J will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Gunnison Watershed School District RE1J is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Gunnison Watershed school District RE1J budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Gunnison Watershed School District RE1J in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Gunnison Watershed School District RE1J in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Gunnison Watershed School District RE1J in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Gunnison Watershed School District RE1J budget, as identified in Exhibit II;
- 3) Providing feedback on Gunnison Watershed School District RE1J status updates, any interim reports, and project plans and products;
- 4) Keeping Gunnison School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Gunnison School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Gunnison School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Gunnison School District and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Gunnison School District, or when Gunnison School District's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Gunnison School District's plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Gunnison School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Gunnison School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Marta J Smith
Special Services Director
Gunnison RE1J School district

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Huerfano Re-1 hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Huerfano Re-1 is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 87, 88 and 89), and the debarment and suspension regulations in 2 CFR Part 201.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Huerfano Re-1 will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Huerfano RE-1 is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Huerfano RE-1 budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Huerfano Re-1 in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Huerfano Re-1 in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Huerfano Re-1 in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Huerfano Re-1 budget, as identified in Exhibit II;
- 3) Providing feedback on Huerfano Re-1 status updates, any interim reports, and project plans and products;
- 4) Keeping Huerfano Re-1 informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Huerfano-Re-1 is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Huerfano-Re-1 Implementation of High-Quality Preschool Programs.

Further, it is understood that Huerfano RE-1 and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Huerfano RE-1, or when Huerfano Re-1's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Huerfano RE-1 plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Huerfano-RE-1 is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Huerfano RE-1, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Michael Moore", written over a horizontal line.

Michael Moore
Superintendent
Huerfano Re-1 School District

Jolene Nation
Director
Huerfano Re-1 School District

(b)(6)

A large rectangular black box used to redact information, located below the signature of Jolene Nation.

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, the Las Animas School District Re-1 (LASD Re-1) hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work.
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan.
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that LASD Re-1 is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, LASD Re-1 will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that LASD Re-1 is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the LASD Re-1.3
- 3) budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist LASD Re-1 in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with LASD Re-1 in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for LASD Re-1 in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with LASD Re-1 budget, as identified in Exhibit II;
- 3) Providing feedback on LASD Re-1 status updates, any interim reports, and project plans and products;
- 4) Keeping LASD Re-1 informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that LASD Re-1 is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring LASD Re-1 implementation of High-Quality Preschool Programs.

Further, it is understood that LASD Re-1 and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect LASD Re-1, or when LASD Re-1 Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or LASD Re-1 plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that LASD Re-1 is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and LASD Re-1, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Laura LaBarge
Preschool Coordinator/Teacher
Las Animas School District Re-1

(b)(6)

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Mapleton Public Schools hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Mapleton Public Schools is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Mapleton Public Schools will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Mapleton Public Schools is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Mapleton Public Schools budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Mapleton Public Schools in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Mapleton Public Schools in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Mapleton Public Schools in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Mapleton Public Schools budget, as identified in Exhibit II;
- 3) Providing feedback on Mapleton Public Schools status updates, any interim reports, and project plans and products;
- 4) Keeping Mapleton Public Schools informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Mapleton Public Schools is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Mapleton Public Schools Implementation of High-Quality Preschool Programs.

Further, it is understood that Mapleton Public Schools and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Mapleton Public Schools, or when Mapleton Public Schools Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Mapleton Public Schools plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Mapleton Public Schools is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Mapleton Public Schools, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, reading "Charlotte Ciancio". The signature is written in a cursive, flowing style.

NAME: Charlotte Ciancio

TITLE: Superintendent

AGENCY NAME: Mapleton Public Schools

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Mile High Montessori Early Learning Centers hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I...
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Mile High Montessori Early Learning Centers is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Mile High Montessori Early Learning Centers will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Mile High Montessori Early Learning Centers is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Mile High Montessori Early Learning Centers budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Mile High Montessori Early Learning Centers in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Mile High Montessori Early Learning Centers in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Mile High Montessori Early Learning Centers in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Mile High Montessori Early Learning Centers' budget, as identified in Exhibit II;
- 3) Providing feedback on Mile High Montessori Early Learning Centers' status updates, any interim reports, and project plans and products; ..
- 4) Keeping Mile High Montessori Early Learning Centers informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Mile High Montessori Early Learning Centers is implementing; ..
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Mile High Montessori Early Learning Centers' Implementation of High-Quality Preschool Programs.

Further, it is understood that Mile High Montessori Early Learning Centers and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that

affect Mile High Montessori Early Learning Centers, or when Mile High Montessori Early Learning Centers' Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Mile High Montessori Early Learning Centers plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Mile High Montessori Early Learning Centers is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Mile High Montessori Early Learning Centers, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Pamela Harris, PhD
President & CEO
Mile High Montessori Early Learning Centers

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Moffat County School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Moffat County School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Moffat County School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Moffat County School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Moffat County School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Moffat County School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Moffat County School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Moffat County School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Moffat County School District's budget, as identified in Exhibit II;
- 3) Providing feedback on Moffat County School District's status updates, any interim reports, and project plans and products;
- 4) Keeping Moffat County School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Moffat County School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Moffat County School District's Implementation of High-Quality Preschool Programs.

Further, it is understood that Moffat County School District and the Colorado Department of Education will:

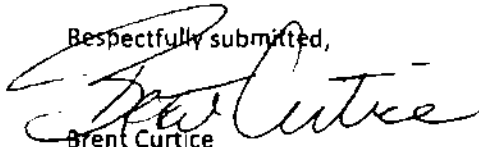
- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Moffat County School District or when Moffat County School District's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children

including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Moffat County School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Moffat County School District or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Brent Curtice", written over the printed name.

Brent Curtice
Superintendent
Moffat County School District

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Montelores Early Childhood Council hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Montelores Early Childhood Council is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Montelores Early Childhood Council will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Montelores Early Childhood Council is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Montelores Early Childhood Council budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Montelores Early Childhood Council in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Montelores Early Childhood Council in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Montelores Early Childhood Council in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Montelores Early Childhood Council budget, as identified in Exhibit II;
- 3) Providing feedback on Montelores Early Childhood Council's status updates, any interim reports, and project plans and products;
- 4) Keeping Montelores Early Childhood Council informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Montelores Early Childhood Council is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Montelores Early Childhood Council Implementation of High-Quality Preschool Programs.

Further, it is understood that Montelores Early Childhood Council and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Montelores Early Childhood Council, or when Montelores Early Childhood Council's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Montelores Early Childhood Council plan to contribute;

- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Montelores Early Childhood Council is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Montelores Early Childhood Council, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Vangi McCoy
Coordinator
Montelores Early Childhood Council



Joining forces to enrich educational
opportunities for Northwest Colorado

P.O. Box 773390
325 7th Street
Steamboat Springs, CO 80477
970-879-0391 • FAX 970-879-0442

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

East Grand Schools

P.O. Box 125
Granby, CO 80446
970-887-2581

Hayden Schools

P.O. Box 70
Hayden, CO 81639
970-276-3864

North Park Schools

P.O. Box 798
Walden, CO 80480
970-723-3300

South Routt Schools

P.O. Box 158
Oak Creek, CO 80467
970-736-2313

Steamboat Springs Schools

P.O. Box 774368
Steamboat Springs, CO 80477
970-879-1530

West Grand Schools

P.O. Box 515
Kremming, CO 80446
970-724-3217

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Northwest Colorado BOCES hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that NORTHWEST COLORADO BOCES is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, NORTHWEST COLORADO BOCES will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that NORTHWEST COLORADO BOCES is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the NORTHWEST COLORADO BOCES budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist NORTHWEST COLORADO BOCES in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with NORTHWEST COLORADO BOCES in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for NORTHWEST COLORADO BOCES in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with NORTHWEST COLORADO BOCES'S budget, as identified in Exhibit II;
- 3) Providing feedback on NORTHWEST COLORADO BOCES'S status updates, any interim reports, and project plans and products;
- 4) Keeping NORTHWEST COLORADO BOCES informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that NORTHWEST COLORADO BOCES is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring NORTHWEST COLORADO BOCES'S Implementation of High-Quality Preschool Programs.

Further, it is understood that NORTHWEST COLORADO BOCES and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires

- modifications that affect NORTHWEST COLORADO BOCES, or when NORTHWEST COLORADO BOCES'S Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or NORTHWEST COLORADO BOCES plan to contribute;
 - 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
 - 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that NORTHWEST COLORADO BOCES is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and NORTHWEST COLORADO BOCES, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Amy Bollinger
Executive Director
NORTHWEST COLORADO BOCES

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, REACH hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that REACH is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, REACH will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that REACH is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the REACH budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist REACH in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with REACH in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for REACH in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with REACH's budget, as identified in Exhibit II;
- 3) Providing feedback on REACH's status updates, any interim reports, and project plans and products; ..
- 4) Keeping REACH informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that REACH is implementing; ..
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring REACH's Implementation of High-Quality Preschool Programs.

Further, it is understood that REACH and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect REACH, or when REACH's Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or REACH plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and.

- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that REACH is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and REACH, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Christine Ferris
Principal
REACH, Re-Imagining Excellence for All in a Community with Heart

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Sewall Child Development Center hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Sewall Child Development Center is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Sewall Child Development Center will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Sewall Child Development Center is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Sewall Child Development Center budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants -Expansion Grant;

- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Sewall Child Development Center in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Sewall Child Development Center in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Sewall Child Development Center in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Sewall Child Development Center's budget, as identified in Exhibit II;
- 3) Providing feedback on Sewall Child Development Center's status updates, any interim reports, and project plans and products;
- 4) Keeping Sewall Child Development Center informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Sewall Child Development Center is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Sewall Child Development Center's Implementation of High-Quality Preschool Programs.

Further, it is understood that Sewall Child Development Center and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that

affect Sewall Child Development Center, or when Sewall Child Development Center's Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Sewall Child Development Center plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Sewall Child Development Center is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Sewall Child Development Center, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Heidi L. Heissenbuttel, M.A., ECSE
President/CEO
Sewall Child Development Center



SOUTHERN UTE COMMUNITY ACTION PROGRAMS, INC.

SOUTHERN UTE MONTESSORI HEAD START / EARLY HEAD START

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Southern Ute Head Start hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Southern Ute Head Start is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Southern Ute Head Start will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Southern Ute Head Start is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Southern Ute Head Start budget included in Exhibit II of this agreement;

- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Southern Ute Head Start in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Southern Ute Head Start in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Southern Ute Head Start in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Southern Ute Head Start's budget, as identified in Exhibit II;
- 3) Providing feedback on Southern Ute Head Start's status updates, any interim reports, and project plans and products;
- 4) Keeping Southern Ute Head Start informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Southern Ute Head Start is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Southern Ute Head Start's Implementation of High-Quality Preschool Programs.

Further, it is understood that Southern Ute Head Start and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Southern Ute Head Start, or when Southern Ute Head Start's Scope of Work requires modification;

- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Southern Ute Head Start plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Southern Ute Head Start is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Southern Ute Head Start , or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

Charlene Schank
Division Director
Southern Ute Head Start

October 7, 2014

U.S. Department of Education
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

This letter is written and signed is to establish a framework of collaboration, and to articulate specific roles and responsibilities for participation with the State of Colorado in its implementation of an approved Preschool Development Expansion Grant.

As a subgrantee of this initiative, Thompson R-2J School District hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State of Colorado Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of the agreed-upon Scope of Work;
- 3) Is familiar with the State of Colorado/Colorado Department of Education's Preschool Development Expansion Grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the budget included in Section VIII of the State Plan (including existing funds, if any, that Thompson R-2J School District is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Expansion Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

In working with the Colorado Department of Education in implementing the tasks and activities described in the State of Colorado's Preschool Development Expansion Grant application, Thompson R-2J School District will:

- 1) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers, and will appropriately monitor such entities;
- 2) Abide by the State's budget, included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that Thompson R-2J School District is using to achieve the outcomes in the Preschool Development Expansion Grant Plan) and with the Thompson R-2J School District budget included in Exhibit II of this agreement;
- 3) Actively participate in all relevant meetings or other events that are organized or sponsored by Colorado Department of Education, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 4) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 6) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;

- 7) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 8) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 9) Minimize local administrative costs; and
- 10) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

It is understood that the Colorado Department of Education will assist Thompson R-2J School District in implementing its tasks and activities described in the Preschool Development Expansion Grant application by:

- 1) Supporting and working collaboratively with Thompson R-2J School District in carrying out the agreed upon Scope of Work, as identified in Exhibit I of this agreement;
- 2) Awarding in a timely manner the portion of Preschool Development Expansion Grant funds designated for Thompson R-2J School District in the Plan during the course of the project period and in accordance with the agreed upon Scope of Work, as identified in Exhibit I, and in accordance with Thompson R-2J School District budget, as identified in Exhibit II;
- 3) Providing feedback on Thompson R-2J School District status updates, any interim reports, and project plans and products;
- 4) Keeping Thompson R-2J School District informed of the status of the State of Colorado's Preschool Development Expansion Grant project and seek input when relevant to the portion of the State plan that Thompson R-2J School District is implementing;
- 5) Facilitating coordination across subgrantees necessary to implement the State Plan;
- 6) Identifying sources of technical assistance for the project; and
- 7) Monitoring Thompson R-2J School District Implementation of High-Quality Preschool Programs.

Further, it is understood that Thompson R-2J School District and the Colorado Department of Education will:

- 1) Jointly implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) Each appoint a key contact person for the Preschool Development Expansion Grant, who will maintain frequent communication with each other to facilitate cooperation, consistent with the State Plan and State of Colorado governance structure.
- 3) Work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 4) Negotiate in good faith toward achieving the overall goals of the State's Preschool Development Expansion Grant, including when the State Plan requires modifications that affect Thompson R-2J School District, or when Thompson R-2J School District Scope of Work requires modification;
- 5) Devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State of Colorado or Thompson R-2J School District plan to contribute;
- 6) Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 7) Coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under the Preschool Development Expansion Grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and

section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

It is understood that if the Colorado Department of Education determines that Thompson R-2J School District is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, Colorado Department of Education will initiate a collaborative process to resolve the disagreement between the State of Colorado and Thompson R-2J School District, or otherwise initiate such enforcement measures as are available to the State of Colorado under applicable State or Federal law.

This letter of agreement shall be effective on the date of its signing and submittal as part of the State of Colorado's application for Preschool Development Expansion Grant funding, and shall end at the expiration of the Preschool Development Expansion Grant project period.

Respectfully submitted,

(b)(6)

(b)(6)

Lamb Caro
EC Administrator
Thompson R-2J School District
Integrated Early Childhood

(b)(6)

(b)(6)

Mary Buirgy

CPP Coordinator
Thompson R-2J School District
Integrated Early Childhood

(b)(6)

High Level Summaries of Subgrantee Plans

Ability Connections/Creative Options is a Head Start grantee serving Denver and Arapahoe counties. Creative Options has a waitlist of 750, which is on par with the waitlist of 671 in the Aurora Public Schools CPP program. Creative Options is located in Aurora (population 345,803) in the Denver metro area. Over two-thirds of students in Aurora Public Schools (68%) are eligible for free and reduced price meals. Ability Connections/Creative Options proposes to open six new classrooms in a new child development center.

- Number of New Slots: (b) in each of Years 1-4.
- Number of Improved Slots: None.

All Creative Options teachers are required to have a BA in early education or equivalent, and there is a strong, ongoing, well-planned professional development component.

Adams 14 School District is an LEA that serves the suburban community of Commerce City with a population of approximately 49,799. 82% of students in Adams 14 are eligible for Free and Reduced Price Meals, and more than half are English Language Learners. Two of five adults in the community lack a high school diploma. Last year 584 of 596 CPP students qualified for Free and reduced Price Meals. Including our community partners that is nearly 100% of their 596 students.

- Number of New Slots: none
- Number of Improvement Slots: (b) in Year 1, (b) in Year 2, (b) in Years 3-4 (an estimated (b)% of these slots will serve children with disabilities.)

As preschool and kindergarten programs transition to full-day services, a given classroom now only serves one group of children in the same space two groups of children were originally served. Thus, finding available classroom space has become a challenge. The school district has an initiative on the ballot this November to build a number of new classrooms, including those that will serve Eligible Children under this Preschool Development Grant. In the event the ballot initiative is not approved, the district is committed to finding the space to serve these additional children.

Alamosa School District is the LEA for the rural community of Alamosa (population 9,562) located in south central Colorado approximately 232 miles south of Denver.

- Number of new slots: 0

- Number of improved slots: (b)(4) in each of Years 1-4 ((b)(1) improvement slots targeted to serve children with disabilities)

The School District contracts CPP and early childhood special education services to three community sites: Alamosa Head Start, Gingerbread House and Children's Garden. The District's community partners serve a large population of children from low-income families. Between 80-87% (depending on the site) of the children enrolled in CPP qualify for Free and Reduced Price Meals. Currently the district provides only (b)(7) children with full-day programming, far less than the 120 low-income children who could benefit. In addition, the district is not currently able to serve children who have special needs in a full-day program. The improved preschool slots would target children served at Gingerbread House and Children's Garden. All of the preschool teachers in the contracted classrooms have bachelor's degrees.

Boulder Valley School District serves the City of Boulder, located at the base of the foothills of the Rocky Mountains with a population of 103,166. Boulder County is economically stratified, with poverty rates exceeding the state average since 2000. As the overall regional population has increased by 9.4% since 2002, the number of people living in poverty has increased by nearly 50%. Since 2002, early childhood poverty has increased by 9.7 percentage points. The School District currently serves 329 half-day students and 35 full-day students through CPP.

- Number of New Slots: (b)(7) in each of Years 1-4
- Number of Improvement Slots: (b)(7) in each of Years 1-4 (all targeted to serve children with disabilities).

Boulder has the capacity and infrastructure to serve Eligible Children in High Quality Preschool Programs beginning in fall of 2015.

Bright Futures serves a rural area in South Western Colorado. The towns of Montrose, Delta and Norwood provide the workforce for the resort town of Telluride. In these communities about 17% of the children live at or below the federal poverty level, 35% of children are learning English as their second language, and 44% qualify for Free and Reduced Price Meals. Caregivers tend to work to support the high cost of living in these isolated areas and need full-day, high-quality preschools at an affordable rate. Child care costs in the Telluride area are among the highest in the state. Delta and Montrose have limited access to full day childcare programs that

are affordable to working families. Currently there are waitlists in Delta and Montrose of over 100 students each.

- Number of new slots: (b)(6) in Year 1, (b)(6) in Year 2, (b)(6) in Year 3 and (b)(6) in Year 4.
- Number of improved slots: (b)(6) in Years 1-4. (b)(6) improvement slots targeted to serve children with disabilities)

Classroom space is available to accommodate more children, and preschool expansion dollars will be used to support adding high quality staff and continued programming. Children served in these programs include at-risk children, tuition children and children with disabilities.

Brush Public Schools is an LEA in the rural community of Brush (population 5,117) located on Colorado's Eastern Plains. The CPP program currently serves 56 children through full-day preschool, but demand and waiting list numbers continue to be high.

- Number of New Slots: (b)(6) in Year 1, (b)(6) in each of Years 2-4.
- Number of Improvement Slots: none.

Preschool Expansion dollars will allow the district to fund (b)(6)(4) additional Eligible Children in a blended classroom setting in Year 1, and the full complement of a classroom ((b)(6) children) by Fall 2016.

Canon City Public Schools is an LEA in the community of Canon City (population 16,318), located in central Colorado. About 60% of children in the district live in families with income at or below 200% of poverty level. Other risk factors include birth rate for teen parents at 38.6% compared to the state average of at 24.3% and births to single women at 38.1% compared to 23.4% for the state. Out of home placement rate is 21.6% compared to 7.8% state average.

- Number of New Slots: None.
- Number of Improvement Slots: (b)(6) in Year 1, (b)(6) in Year 2, (b)(6) in Year 3, (b)(6) in Year 4 (Of these, (b)(6) slots will be targeted to serve children with disabilities each year.)

The district has planned for expansion of full day classrooms and there is physical capacity for new classrooms. This community has a strong Early Childhood Council that supports comprehensive services from birth to five.

Catholic Charities is a private nonprofit agency located in the city of Denver. The agency provides Early Head Start and Head Start services and is eligible for funds from the Colorado Preschool Program and the Denver Preschool Program. The program serves children at-risk and many children with disabilities (25% of enrollment) in multiple locations that are in

the heart of the city. These children and their families are challenged by poverty; many live in subsidized housing.

- Number of New Slots: (b)(4)
- Number of Improvement Slots: (b)(4) in Year 1, (b)(4) in Year 2, (b)(4) in Year 3, (b)(4) in Year 4

Community needs assessment data identify the need for a new center with two preschool classrooms among other services. Focus areas for improvement slots include increasing high quality professional development and enhancing the comprehensive services provided in collaboration with the community. The agency has a 15-year history of providing services in Denver and will expand its reach to the community with the new classrooms and enriched services at existing locations.

Center School District is an LEA located in the rural farming community of Center (population 2,271) in south central Colorado. Almost 44% of the children live in poverty; over 90% of the children qualify for Free and Reduced Price Meals. Preschool age children in the community often experience multiple transitions during the typical day due to extreme length of parent work hours and often experience stress as a result. Many children in the community are also English Language Learners. Early Childhood Education provides those students with the opportunity to learn and grow in not only their native languages, but also in English when their brains are most ready to learn a second or third language.

- New slots: (b)(4) in Year 1, (b)(4) in Year 2, (b)(4) in each of Years 3-4.
- Improvement slots: (b)(4) in year 1, (b)(4) in each of Years 2-4

Center school district proposes to stagger the opening of additional preschool classrooms over the first three years of the grant. The district will advertise and hire teachers with bachelor's degrees to staff the program. The teachers will be paid on the district teacher salary scale.

Clayton Early Learning is a private, nonprofit community agency in the heart of Denver and is a member of the national Educare network of early childhood education programs. Their services reach an urban community of children and families in poverty.

- Number of New Slots: (b)(4) in each of years 1-4
- Number of Improvement Slots: (b)(4) in each of Years 1-4 (Of these, four slots will be used to serve children with disabilities).

The agency provides Early Head Start, Head Start, full-day and full-year services to children and families at risk and those with disabilities. Partners for providing preschool services are also

Denver Public Schools and the Colorado Preschool Program. With an established structure in place for preschool services, the agency will increase the capacity to serve additional children through new classrooms and will enhance the existing program through increased planning time and increased professional development through coaching and improved curriculum training for staff.

Denver Public Schools is an LEA in urban Denver. Poverty and crime influence the lives of many children. The school district receives CPP funding for (b)(4) half-day slots and also partners with the Denver Preschool Program, community sites for Head Start services and many public and private partnerships to support other district services for children and families.

- Number of New Slots: (b)(4) in each of Years 1-4
- Number of Improvement Slots: 0

With an existing strong preschool infrastructure, the new slot allocation will allow the district to increase its reach into communities to serve additional children in elementary based programs and in charter schools.

Eagle County School District is an LEA in a rural resort region of the state. It serves the communities of Vail, Avon, Edwards, Eagle, Minturn, Red Cliff and Gypsum. The higher cost of living associated with a resort area leaves many families with few resources to pay for quality programs for their children. Local childcare tuition rates are 56% higher than rural, non-resort areas. In 2013-2014, 37% of students served by the district were English Language Learners.

- Number of New Slots: (b)(4) in Year 1, (b)(4) in Years 2-4
- Number of Improvement Slots: (b)(4) in Year 1, (b)(4) in Years 2-4

Based on a Community Assessment conducted in February 2014, the estimated number of Head Start and/or CPP-eligible children in Eagle County was 215. Between the Colorado Preschool Program and the Head Start program (b)(4) at-risk children (b)(4) % of estimated need) received services in 2013-2014. However, this capacity was not equally distributed across the service area and there are areas where unmet need remains high. Preschool infrastructure is in place in the areas of Red Cliff and Minturn. The program will work to recruit a private provider in the Gypsum area. Monies from the grant will be used to support higher teacher education level.

Englewood Public Schools is an LEA in a suburban area adjacent to the metro Denver area.

- Number of New Slots: 0

- Number of Improvement Slots: (b)(4) in each of Years 1-4 ((b) of these slots will serve children with disabilities)

The Englewood School district serves the Englewood community as well as children in some surrounding communities with high poverty rates. The district serves approximately (b)(7) % of 4 year olds in Head Start and, (b)(7) % in the Colorado Preschool Program. The district has a waiting listing of children who are eligible for full day preschool who cannot be served. Grant funds would also enable full-day programming for children with high needs. The district's preschool program has a strong organization and structure on which to build additional full day programming. In addition, funding would allow the program to expand family services such as collaboration with community providers for obtaining food bank, health care and mental health services. The school district will also target the professional needs of staff.

Fountain-Ft. Carson School District is an LEA in the metro area of Colorado Springs (population 27,265). In 2013, nearly half (48.2%) of the student population qualified for Free and Reduced Price Meals and 210 families were considered homeless.

- Number of New Slots: (b)(7) in 2015, (b)(7) in 2016, (b)(7) in 2017, (b)(7) in 2018.
- Number of Improved Slots: None

Fountain school board just approved construction building of a new early childhood education center in Fountain (there is one already on the Ft. Carson military base). This will take their classrooms in Fountain from (b)(7) to (b)(4) with a possibility for more. Additional space allows the community to serve more eligible children and maintain blended classrooms with a good balance of child ability levels and family economic influences.

Grand Beginnings, the Rural Resort Region Northeast Early Childhood Council, serves Summit and Grand County with a total population of 42,305 and 2,163 children ages five and under. Approximately 350 of those children currently live in poverty. While the region's median income is relatively high, a large population of working poor cannot afford or access high quality preschool. The majority of jobs in the region are seasonal and/or low-wage positions. Child care costs in Summit and Grand counties are also among the most expensive in the state with families spending between 14.5% and 14.8% of the median income on full day child care for preschool-age children).

- Number of new slots: (b)(7) slots in Years 1-2 and (b)(7) slots in Years 3-4

- Number of improved slots: (b) in each of Years 1-4 (b) slots reserved for use by children with disabilities)

Both counties have wait lists for Eligible Children and a limited number of publicly-funded preschool programs. Grand County currently has (b) Colorado Preschool Program slots housed within school district preschools. There are no Head Start services in Grand County.

Gunnison Watershed School District is an LEA serving the rural mountain communities of Gunnison (population 5,892) and Crested Butte (population 1,503).

- Number of new slots: 0
- Number of improved slots: (b) (b) slots reserved for use by children with disabilities)

The district's early childhood center, Lake School, began offering an extended day program for preschool children this year. Unfortunately after the classroom opened the program director discovered that many families of children who could most benefit from full-day programming were unable to afford tuition for the program. The district obtained permission from the state to combine CPP slots to serve one child in in the full-day program, but needs to prioritize offering each preschool child at least a half day of preschool. This grant would allow the district to open a second full-day preschool classroom which would serve a mixture of children including tuition, CPP and children with disabilities. The district employs teachers with bachelor's degrees and is a model site for Pyramid Plus which the school uses to engage families.

Huerfano School District is a rural LEA that comprises the communities of Walsenburg (population 2,927) and Gardner (population 679) as well as more rural communities throughout the county (total population 6,549). According to 2012-2013 data, 23 of 29 students currently enrolled in Peakview Preschool in Walsenburg receive free or reduced price meals. Over a third (37%) of all school-aged children in the district live in poverty. The median household income is \$31,574.

- New Slots: None
- Improved Slots: (b) for Years 1-4 (Improvement slots targeted for children with disabilities: (b))

Currently the district serves at-risk children at three sites. The district proposes to open an additional classroom at one site expanding the capacity at this site to two full day classrooms serving up to (b) children, and to expand CPP programs at a second site from half-day to full-day.

All teachers in CPP classrooms in the district hold bachelor's degrees and are professionally licensed.

Las Animas Public Schools is an LEA in the rural community of Las Animas (population 2,764), located on Colorado's Eastern Plains. Las Animas serves a low socioeconomic community with 73% of the students are eligible for Free and Reduced Price Meals, and 34% of all children living in poverty. The mobility rate is 25%.

- Number of New Slots: None
- Number of Improvement Slots: (b) in Year 1, (b)(4) in Years 2-4 (Of these slots, (b) will be targeted to serve children with disabilities in each year.)

Facilities and staff resources are now available to accommodate more full-day students in the elementary school setting where the preschool is currently housed as well as with a non-profit provider in the community. The biggest challenge in providing a High Quality Preschool Programs will be assuring professional development opportunities for the staff.

Mapleton School District is an LEA that serves approximately 6,400 students in a north Denver community. During the 2012-2013 school year, 71% of Mapleton students were eligible for Free and Reduced Price Meals; 30% were learning English as a second language. The District's 2012 graduation rate was 42.5%. Currently, Mapleton's CPP slots are allocated among six schools in the community. In 2013-2014, the district had to reduce the number of full-day and half-day classrooms because of funding limitations.

- Number of New Slots: (b)(4) in Year 1, (b)(4) in Year 2, (b)(4) in Year 3, and (b)(4) in Year 4
- Number of Improvement Slots: (b)(4) in Year 1, (b)(4) in Year 2, (b)(4) in Year 3, and (b)(4) in Year 4. ((b)(4) improvement slots are will target children with disabilities)

The majority of the children who enter Mapleton's CPP program have had little or no exposure to structured social and academic activities. Analysis of third grade state assessment data shows that children who attended preschool outscore students who did not attend preschool. Additional preschool slots would help to increase the number of students who are better prepared for continued academic and social success.

Mile High Montessori is a public nonprofit agency in the heart of Denver. This urban agency has a 40-year history of serving the most vulnerable children and families in their target communities. MHM currently offers a premier Montessori inspired early learning program to more than 500 children, ages 6 weeks to 5 years, daily at five full-year centers in Denver. In the

2013-14 school year, 95% of families of the children served by MHM lived at or below the Federal Poverty Level. The results from the 2013-14 Teaching Strategies GOLD assessment show 91% of MHM students meeting or exceeding the identified widely held expectations at the final checkpoint in May 2014. The agency is a Head Start delegate agency and an Early Head Start community partner, with strong community partnerships in place.

- Number of New Slots: (b)(7) in each of Years 1-4
- Number of Improvement Slots: 0

MHM will serve CPP-eligible children at the New Legacy Charter High School, which will address an identified need for an educational option tailored specifically to the unique needs of pregnant and parenting teens in the High-Need Community Adams County. The school conducted a formal Request for Information process to identify an organization to implement a high-quality early learning center on-site at the school, and identified MHM as a mission-aligned, qualified and enthusiastic partner.

Moffat County School District sits in the far northwestern part of the state in the rural community of Craig (population 8,931). It is approximately 197 miles northwest of Denver. The district's current free and reduced price meal rate is 55.8%. Limited resources are available for the 17% of families specifically those living at or below the poverty level who are in need of quality preschool services.

- New Slots: None
- Improved Slots: (b)(4) in years 1-4 (improvement slots targeted for children with disabilities: (b)(7))

The need for additional preschool slots is evidenced in many ways across the community. In the last three years, there were on average 128 students eligible for CPP, however, only (b)(7) half-day slots were available. The community has a history of unmet need for full-day preschool. During the 2013-2014 school year, Rocky Mountain SER Head Start served children at their capacity with their (b)(7) slots and had additional children on a waiting list. Moffat County Schools has the capacity to serve the most at-risk children with federal preschool expansion dollars used to help pay for a quality program with quality staff.

Montelores Early Childhood Council is one of Colorado's state funded regional early childhood councils serving Montezuma (population 25,53) and Cortez counties in the four corners region of southwest Colorado. The economic base of the area includes tourism, farming,

ranching, mining as well as oil and gas. The Montelores ECC proposes to work with the Ute Mountain Ute Head Start program located in Towaoc. Less than 50% of eligible children in the council's region are currently served in licensed early education programs.

- New slots: (b)(7) in each of Years 1-4
- Improved slots: (b)(7) in each of Years 1-4 (Number of improved slots targeted to serve children with disabilities: (b)(7))

Montelores ECC proposes to work with Ute Mountain Ute Head Start which is governed by the Ute Mountain tribe. Currently, this program employs two teachers who have bachelor's degrees. The improved slots would be used to provide full-day programs in these classrooms. The children served by this program are at or below 100% of Federal Poverty Level. This program recently began to use the Teaching Strategies GOLD assessment and purchased the Creative Curriculum System for Preschool. CDE provided training to the staff on the use of the TS GOLD assessment but the council would like to use grant funds to provide curriculum training to the staff. Fifteen of the requested improvement slots would be used in a center in Cortez to provide full-day services and address teacher qualifications.

Northwest Board of Cooperative Educational Services (NWBOCES). Hayden School District sits 30 miles from the resort region of Steamboat Springs in the town of Hayden (population 1,801). South Routt has a population of 3,357. According to the 2010 Colorado Census, 50% of Hayden's population is below the poverty level. Hayden School District's Free and Reduced Price Meal rate is 38% and South Routt Elementary is 40%. There are no licensed childcare options available to families in and around Hayden (West Routt) or South Routt for children under the age of 5.

- New Slots: None
- Improved Slots: (b)(7) in years 1-4 (Improvement slots targeted for children with disabilities: (b)(7))

Hayden has the capacity to create full day programming for the most at-risk children currently served in the CPP program, including children with disabilities.

Reimagining Excellence for All in a Community with Heart (REACH) is a newly approved charter school in the Denver Public School system.

- Number of New Slots: (b)(7)
- Number of Improvement Slots: 0

REACH will open in the fall of 2015 and be housed in the Sewall Child Development Center. Two mixed-age preschool classrooms will serve (b)(7)(C) Eligible Children. REACH preschool will provide an inclusive, full day preschool program using an evidence-based curriculum that supports the cognitive and social emotional growth of children. REACH's preschool will partner with families through their parenting and education journey. Through the use of transdisciplinary teams and English Language Acquisition professionals, REACH will deliver preschool and wrap-around services that meet the needs of Eligible Children. Services will be comprehensive to include health, dental, mental health and family based services that are linked to the community.

Sewall Child Development Center is a nonprofit agency in the metro area of Denver. For over 40 years this urban agency has provided comprehensive services to at-risk children and children with disabilities and their families.

- Number of New Slots: (b)(7)(C)
- Number of Improvement Slots: 0

Sewall Child Development Center currently provides inclusive preschool classrooms in collaboration with many agencies throughout the city and county of Denver. Only one third of these programs are full-day despite the growing demand on the part of families for full-day services. About one in ten children with disabilities struggle with untreated mental health issues resulting in disruptive classroom behaviors and family turmoil. Usually these children come to Sewall after being expelled from community preschools. Sewall will be opening two mixed-age preschool classrooms (ages 3 through 5 years) to serve (b)(7)(C) Eligible Children on the property at 35th and Dahlia. With additional funding and in partnership with parents, children will show a positive growth trajectory for academics and social-emotional growth that will aid their transition to regular elementary education classrooms.

South Conejos School District is an LEA serving the rural farming communities of Antonito (population 779) and Conejos (population 58) as well as smaller surrounding communities.

- Number of new slots: (b)(7)(C) in each of Years 1-4 ((b)(7)(C) targeted to children with disabilities)

Currently Conejos County School District contracts its Colorado Preschool Program slots as well as services for preschool children with disabilities to Rocky Mountain SER Head Start located in the nearby community of Conejos. The district received a state grant to build a new school

facility, which includes a preschool classroom. The school district will hire a teacher with a bachelor's degree to serve as the teacher/director of the new classroom. The district will use the requested slots in the new district classroom and continue contracting its current allocation of eight CPP slots RMSER Head Start.

Southern Ute Head Start is located on the Southern Ute Indian Reservation in Ignacio and currently serves (b)(4) children. Of this total, (b)(4) children participate in full-day programs through a contract with the Ignacio School District using CPP funds. This is the only pre-school program located in the community and maintains waiting lists for infants, toddlers and preschool children.

- Number of new slots: (b)(4) in each of Years 1-4 ((b)(4) targeted for use by children with disabilities)

Southern Ute Head Start plans to incorporate these additional children into our existing child care system. The Southern Ute Head Start and Early Head Start use a Montessori Method/Curriculum. The Montessori methodology is woven with the Head Start holistic family support model to produce a comprehensive program for children and families.

Thompson School District is an LEA located in the city of Loveland, CO (population 71,334). Since 2000, the number of children living in poverty in Larimer County increased 91%. In 2013-2014, 42% of all elementary students qualified for Free and Reduced Price Meals. Thompson School District would need over (b)(4) slots to serve CPP-eligible 4-year-olds. CPP currently serves (b)(4) children in half day positions.

- Number of New Slots: none
- Number of Improvement Slots: (b)(4) in Year 1, (b)(4) in Year 2, (b)(4) in Years 3-4 (Slots targeted to children with disabilities: (b)(4) in Year 1, (b)(4) in Year 2, (b)(4) in Years 3-4)

CPP Vision and Goals (Draft)

Vision: The Colorado Preschool Program is one of the top preschool programs in the nation, known for innovative and collaborative practices, excellence in program quality, universal access for four-year olds and access for three-year-olds with high needs.

Goals for Access

- Universal preschool for all 4-year-olds whose families desire preschool participation in full-day high-quality programs.
- Fully funded to serve 3-year-olds with three or more risk factors present and 3 year olds with disabilities in full-day, high-quality preschool programs.
- Families have a choice of diverse, high-quality settings in district-based preschools, community preschool or child care programs, Head Start and family child care homes

Goals for Continuous Quality Improvement

- All sites have achieved and maintain the highest level of quality in our TQRIS
- Staff use child assessment data to inform improvement planning
- Staff use CLASS and ECERS to inform improvement planning
- Staff use evidence based tools to inform improvement planning in support of:
 - Children with disabilities
 - Quality inclusion practices
 - Engagement
 - Quality transition planning
 - Family engagement
 - Dual language learners
 - Quality transitions for all children
- A universal family satisfaction survey, customizable with added local content, is used to inform improvement planning

Goals for Family Engagement

- Families are true partners in their child's preschool experience and have the tools they need to advocate for their child
- Preschool families have meaningful opportunities to be actively engaged in the preschool program at the classroom, program and community level

- Preschool families have leadership opportunities.
- Preschool families are provided with learning opportunities to help them support the developmental and educational needs of their children
- Preschool families are provided with extended school to home activities to link children's experiential learning across their natural environments

Goals for Work Force

- All pre-service and in-service preparation of preschool staff is aligned with the competencies for early childhood educators and administrators
- All preschool teachers and administrators have a bachelor's degree in early childhood education or equivalent
- All preschool paraprofessionals have a CDA or equivalent
- All classroom teams have access to ECE-specific professional development
- All classroom teams have access to coaching from a certified early childhood coach
- All preschool staff are skilled in supporting an inclusive classroom and assuring that children with disabilities are fully engaged
- All preschool teachers are evaluated through early childhood specific valid and reliable rating systems anchored in the competencies
- All administrators who supervise preschool program staff and operations are trained in the TQRIS standards and competencies
- All public school principals who supervise preschool program staff and operations are guided by the NAESP early childhood standards

Goals for Interactions and Relationships

- The state preschool program core value is that of caring responsive relationships between children, staff and families.
- Teachers support the acquisition of social problem solving skills
- Teachers create a classroom environment that functions as a supportive, responsible and responsive community
- Preschools implement primary caregiving and support continuity of care
- All state-funded preschool programs use the CLASS tool
- Preschool staff are trained in the Teaching Pyramid

- A strength-based approach is applied to assessment, instruction and intervention
- A strength-based approach is applied to teacher coaching, supervision and evaluation
- Families are honored as a child's first and most important teacher
- Families are honored as contributors of valid information about their child's learning and development

Goals for Content and Curriculum

- Play is an essential foundation for the preschool curriculum
- A project approach to curriculum planning is used and driven by events, interests and needs of the children
- Preschool "content" learning focuses on developmental domains as well as early academics
- Preschool "content" learning focuses on the arts and healthy physical development as well as early academics
- Preschool "content" learning is facilitated through integrated and embedded learning opportunities throughout the daily routine
- All preschool programs have access to evidence-based, developmentally appropriate, linguistically and culturally appropriate curricula that supports the ELDGs and is adaptable to suit the needs of individual children
- Families are provided opportunities to learn about developmentally appropriate curriculum and instructional strategies for young children
- Daily routines have a balance of individual, small group, large group, child-initiated and teacher-initiated activities with minimal transitions
- Transitions are thoughtfully planned

Goals for Alignment

- Preschool is part of a fully implemented Prenatal through third grade continuum
 - Learning environments and policies are designed to be sensitive to the needs of the whole child and whole family. They are developmentally sensitive.
 - Birth to age eight is honored as a developmental period uniquely active and sensitive and requiring services, instruction and supports that are aligned to, but fundamentally different from those provided in 4th-12th grades.

- Children transition to familiar programs that do not present abrupt changes in expectations or experiences. Teachers loop with children to the next level whenever possible.
- Preschool programs are multi-age blended classrooms.
- Preschool and kindergarten teachers have opportunities to collaborate
- Evidence-based transition strategies are used to inform developmentally appropriate individualized transition plans from infant/toddler care and services to preschool programs and services.
- Evidence based transition strategies are used to inform developmentally appropriate individualized transition plans from preschool programs to kindergarten

Goals for Assessment

- All preschool teams are reliable users of approved authentic assessment systems and use the information to inform the child and group planning, differentiated instruction and continuous improvement
- Preschool teams seamlessly integrate ongoing documentation and assessment as part of their everyday practice
- Preschool families have access to their children's assessment portfolios and are engaged as members of the assessment and planning team
- All preschools have access to high speed wireless internet and state-of-the-art devices to help make the most of assessment technology available
- Assessment information is used appropriately to inform professional development, resource planning and policy development.

Goals for Facilities and Environments

- Preschool environments are designed as warm, spacious, welcoming spaces where children's work, objects from the natural world and aesthetic touches abound
- All facilities serving preschool children are fully licensed through CDHS
- Classrooms are abundantly provisioned with high quality equipment and supplies
- Preschoolers have direct access to a safe and stimulating outdoor play space
- Outdoor play spaces include elements from the natural environment
- All programs are routinely assessed using the ECERS

Goals for State Infrastructure

- The state preschool office has a more robust operating budget for statewide and regional meetings, training events and occasional conferences
- The state preschool office has access to updated data collection and real-time reports
- The state preschool office has adequate regional support staff to provide high quality services for a growing program
- The state preschool office has a budget for the production of training and technical assistance resources



COLORADO
Department of Education

Office of the Commissioner
201 East Colfax Avenue
Denver, CO 80203-1799

October 10, 2014

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The Preschool Development Expansion Grant has offered the Colorado Department of Education (CDE) an opportunity to work in collaboration with school districts and community partners as we enhance our commitment to providing a quality early childhood education for all children. We received an impressive response from local communities when we issued a request for sub-grantees and we look forward to supporting their efforts toward increasing preschool capacity and quality.

I am proud to accept the applications from all sub-grantees listed in this proposal. Their applications represent a willingness to make a substantial local investment, supporting programs and services for Colorado's young children living in high need communities.

Thank you for the opportunity to apply for these resources. CDE will do all that it can to assist each sub-grantee as we work together to implement Colorado's state plan.

Sincerely,

Robert K. Hammond
Commissioner of Education



Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

1) Personnel, Fringe Benefits

Regional Support Specialists 2.0 FTE	Year 1	Year 2	Year 3	Year 4
Salary	\$ 70,000	\$ 72,450	\$ 74,986	\$ 77,610
Benefits	\$ 15,400	\$ 15,939	\$ 16,497	\$ 17,074

These two positions will support grant administration, but will have primary role of supporting local Subgrantees with activities, planning, scale-up, etc.

2) Travel Assume 1.0 FTE traveling to outback regions that are high mileage and require 1-2 overnights at \$500 per trip including per diem, lodging, mileage x two trips per month for a total of \$12,000 for FTE #1. FTE #2 assumes city travel and day trips to nearby areas – mileage and per diem at \$50 per trip x 5 trips per month for total of \$3,000 per year.

4) Equipment One time purchase of office furniture x 2 FTE.

5) Supplies Office supplies, photocopying, meeting expenses and training supplies x 2 FTE

6) Contractual

	Year 1	year 2	year 3	year 4
Needs Assessment	\$ 25,000	\$ 10,000		
Strategic Planning	\$ 50,000	\$ 10,000		\$ 12,000
Principal Academies	\$ 50,000	\$ 75,000	\$ 100,000	\$ 100,000
CPP Evaluation	\$ 100,000	\$ 10,000	\$ 10,000	\$ 100,000
Data Analysis			\$ 25,000	

7) Training Stipends**8) Other**

	Year 1	Year 2	Year 3	Year 4
Rent pp	\$ 7,200	\$ 7,560	\$ 7,938	\$ 8,334
Data Plan	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
Desk Phone	\$ 900	\$ 900	\$ 900	\$ 900
Total	\$ 10,500	\$ 10,860	\$ 11,238	\$ 11,634

9) Funds set aside for participation in grantee technical assistance

\$25,000 x 4 years

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Colorado Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	149,000.00	144,900.00	149,972.00	150,220.00	0.00	594,092.00
2. Fringe Benefits	30,800.00	31,878.00	32,994.00	34,148.00	0.00	129,820.00
3. Travel	15,000.00	15,000.00	15,000.00	15,000.00	0.00	60,000.00
4. Equipment	12,546.00				0.00	12,546.00
5. Supplies	11,000.00	11,000.00	11,000.00	11,000.00	0.00	44,000.00
6. Contractual	225,000.00	105,000.00	125,000.00	212,000.00	0.00	677,000.00
7. Construction					0.00	0.00
8. Other	10,500.00	10,800.00	11,238.00	11,634.00	0.00	44,172.00
9. Total Direct Costs (lines 1-8)	444,846.00	313,628.00	355,204.00	439,002.00	0.00	1,557,696.00
10. Indirect Costs*	89,678.00	84,786.00	85,330.00	85,547.00	0.00	345,341.00
11. Training Stipends	60,000.00	180,000.00	200,000.00	150,000.00	0.00	590,000.00
12. Total Costs (lines 9-11)	594,524.00	583,424.00	640,534.00	674,549.00	0.00	2,493,031.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is: 10.07 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Colorado Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs... (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Nan"/>	<input type="text"/>	<input type="text" value="Vendegna"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="201 E. Colfax Ave., Suite 105"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Denver"/>
County:	<input type="text"/>
State:	<input type="text" value="CO: Colorado"/>
Zip Code:	<input type="text" value="80203-1704"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="303 866 6602"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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